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# *BULLETIN*

OF THE

## North Carolina State Normal *and* Industrial College

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PUBLISHED QUARTERLY

BY THE

North Carolina State Normal and Industrial College, Greensboro, N. C.

W. C. SMITH, Editor

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TWENTIETH ANNUAL CATALOGUE

1911-1912

*Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator himself, to become the principal agent in the development of her child; \* \* and what is demanded of her is—a thinking love.*

*Pestalozzi.*

# *The North Carolina State Normal and Industrial College*

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## IDEAS FOR WHICH THE COLLEGE STANDS

THE State Normal and Industrial College stands for a public school system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise, and permanently hurtful.

One-third of the population of North Carolina is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native ability he will continue to grow intellectually during the active period of his life, whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman for any culture except that which comes from association with little children. This experience which comes from living with innocent children is a source of culture by no means to be despised, but how much better would it be for the mother and the father and the children if the mother's education in her youth could always be such as would enable her in after life to secure that inspiration and solace and power which comes from familiarity with the great books of the world.

CHARLES DUNCAN McIVER.

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## COLLEGE CALENDAR

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1912-1913

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1912—September 18. Wednesday—  
Examinations begin.

**For New Students:**

Registration.

Entrance Examinations.

Examinations for Advanced Standing.

**For Former Students:**

Examinations for Removal of Conditions.

Examinations for Advanced Standing.

September 21. Saturday—

Examinations end.

Registration of Former Students.

Registration of Students who enter by Certificate.

September 23. Monday—

Regular College Work begins.

October 5. Saturday—

Founder's Day.

November 28. Thursday—

Thanksgiving Holiday.

Christmas—

Recess from Dec. 23 to Jan. 2, inclusive.

1913—January 27. Monday—

Spring Term begins.

May 24, 25, 26. Saturday, Sunday, and Monday—

Commencement Exercises.

June 11. Wednesday—

Summer Session begins.



## BOARD OF DIRECTORS

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† T. B. Bailey	Davie County
* A. J. Conner	Northampton County
† G. W. Hinshaw	Forsyth County
* R. T. Gray	Wake County
J. Y. Joyner	Guilford County
‡ C. H. Mebane	Catawba County
‡ J. D. Murphy	Buncombe County
* J. L. Nelson	Caldwell County
‡ Walker Taylor	New Hanover County
† T. S. McMullan	Perquimans County
* Joe Rosenthal	Wayne County

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## OFFICERS OF THE BOARD

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J. Y. Joyner, State Superintendent of Public Instruction,  
*Ex-officio, President.*

A. J. Conner, *Secretary.*

E. J. Forney, *Treasurer.*

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## EXECUTIVE COMMITTEE

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T. B. Bailey, *Chairman.*

R. T. Gray.

J. D. Murphy.

J. Y. Joyner.

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\* Term expires March 1, 1914.

† Term expires March 1, 1916.

‡ Term expires March 1, 1918.



# FACULTY

11 - 12

JULIUS I. FOUST, LL. D.

*President*

WILLIAM C. SMITH

*English Language and Literature*

JUNIUS A. MATHESON

*Pedagogy*

GERTRUDE W. MENDENHALL, B. S.

*Mathematics*

EUGENE W. GUDGER, M. S., PH. D.

*Biology and Geology*

ANNA M. GOVE, M. D.

*Physiology and Hygiene*

WILLIAM C. A. HAMMEL

*Physics and Manual Arts*

MARY M. PETTY, B. S.

*Chemistry*

MARY SETTLE SHARPE

*Expression*

VIOLA BODDIE

*Latin*

HINDA T. HILL, A. B.

*French*

## FACULTY—Continued

BERTHA M. LEE ✓  
*German*

ALBERT S. HILL, M. A. ✓  
*School and Vocal Music*

LAURA L. BROCKMANN ✓  
*Piano and Harmony*

CHARLES J. BROCKMANN ✓  
*Stringed Instruments and Piano*

MYRA ALDERMAN ALBRIGHT ✓  
*Piano*

MELVILLE VINCENT FORT ✓  
*Industrial Drawing and Art*

WALTER CLINTON JACKSON ✓  
*History*

MINNIE L. JAMISON ✓  
*Domestic Science*

E. J. FORNEY ✓  
*Stenography, Typewriting and Bookkeeping*

ROBERT A. MERRITT, A. B. ✓  
*Psychology and History of Education*

FACULTY—Continued

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ALMA I. LONG ✓  
*Domestic Art*

E. E. BALCOMB, A. B. ✓  
*Agriculture and Physical Geography*

LAURA MCALLESTER ✓  
*Physical Training*

JULIA M. RAINES ✓  
*Associate in Manual Arts*

CORA STRONG, A. B. ✓  
*Associate in Mathematics*

MARTHA ELIZABETH WINFIELD ✓  
*Associate in English*

JULIA DAMERON, A. B. ✓  
*Associate in Latin*

CHRISTINA M. SNYDER, A. B. ✓  
*Instructor in German*

NETTIE LEETÉ PARKER ✓  
*Instructor in Mathematics*

REBECCA SCHENCK ✓  
*Instructor in History*

## FACULTY—Continued

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ANNIE F. PETTY ✓  
*Library Methods*

MARY ROBINSON ✓  
*Instructor in Biology*

PATTIE McADAMS ✓  
*Instructor in Hygiene*

EUGENIA HARRIS ✓  
*Instructor in Music*

EDNA CLARE BRYNER, A. B. ✓  
*Instructor in English*

MAY McLELLAND ✓  
*Instructor in English*

EMMA KING ✓  
*Instructor in English*

MARY BALDWIN MITCHELL, A. B. ✓  
*Instructor in Latin*

EVA MAY BRYAN, A. M. ✓  
*Instructor in French*

CLAUDIA E. CRUMPTON, A. M. ✓  
*Instructor in English*

FACULTY—Continued

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MARY KING DANIEL, B. S. ✓  
*Instructor in English*

EVA WASHBURN ✓  
*Instructor in Physical Training*

VIRGINIA RAGSDALE, PH. D. ✓  
*Instructor in Mathematics*

MARY D. TYLER ✓  
*Instructor in History*

GRACE DYER KNIGHT ✓  
*Instructor in Vocal Music*

CLARA BOOTH BYRD ✓  
*Instructor in Commercial Department*

IOLA V. EXUM ✓  
*Supervising Teacher in Training School*

LIZZIE McIVER WEATHERSPOON ✓  
*Supervising Teacher in Training School*

ETTA R. SPIER ✓  
*Supervising Teacher in Training School*

IONE H. DUNN ✓  
*Supervising Teacher in Training School*

## FACULTY—Continued

RUTH FITZGERALD ✓

*Supervising Teacher in Training School*

SUE NASH ✓

*Supervising Teacher in Training School*

ANNA MEADE MICHAUX ✓

*Supervising Teacher in Training School*

ANNIE MARTIN McIVER ✓

*Supervising Teacher in Training School*

MARY OWEN GRAHAM ✓

*Supervising Teacher in Training School*

LAVALETTE DU PUY ✓

*Supervising Teacher in Training School*

R. D. W. CONNOR

*Lecturer in North Carolina History*

# OFFICERS OF THE INSTITUTION

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JULIUS I. FOUST, LL. D. ✓  
*President*

WILLIAM C. SMITH ✓  
*Dean of the Faculty*

JUNIUS A. MATHESON ✓  
*Dean of the College*

SUE MAY KIRKLAND  
*Lady Principal*

ANNA M. GOVE ✓  
*Physician*

PATTIE McADAMS  
*Trained Nurse*

ELIZA N. WOOLLARD  
*Assistant Nurse*

CAROLYN BURGESS  
*Dietitian*

E. J. FORNEY ✓  
*Bursar*

LAURA H. COIT  
*Secretary*

MARY TAYLOR MOORE  
*Registrar*

NAN H. McARN  
*Stenographer*

ANNIE F. PETTY  
*Librarian*

MARY MULLEN  
*Assistant Librarian*



## IMPORTANT DIRECTIONS

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The attention of the student is directed to the college calendar. *See page seven of this catalogue.*

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on "*Requirements for Admission.*" *See page 20-26.*

4. The expenses with dates of advance quarterly payments are given on pages 85-88.

5. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillowcases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins; one spoon, knife, and glass for individual use in her room. *Only single beds are used.*

Each student is expected to be provided with overshoes and an umbrella plainly marked with her full name; also a coat, or raincoat, for protection during stormy weather.

6. Every applicant for admission to the College who has not already been successfully vaccinated within two years, should be vaccinated at least two weeks before leaving home. In any case she must either send her certificate of vaccination by mail or bring it with her when she enters the College.

7. Every student, upon arrival at the College, is required to purchase a gymnasium outfit, costing \$6.00. These outfits may not be provided at home, but must be purchased under the direction of the Instructor in Physical Training.

8. If, after examining this catalogue carefully, further information is desired, it can be obtained by addressing Julius I. Foust, President, Greensboro, N. C.

# The State Normal and Industrial College

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## ESTABLISHMENT

Established by act of the General Assembly of 1891, the North Carolina State Normal and Industrial College first opened its doors for the reception of students October 5th, 1892. More than to any other one man the Institution owes its existence to Charles Duncan McIver. He formulated the ideas which it embodies and his earnest labors procured the passage of the act establishing it. During the fifteen years of his presidency he so laid its foundations and outlined its future growth that the College must ever remain a monument to his statesmanship. It was his idea that the State should provide for the young women of North Carolina an institution of higher learning good enough for any of its women and within the reach of all. Equality of opportunity and fitness for service were to be its watchwords—earnest living and high thinking its ideals. Such he strove to make the College, and in this spirit it seeks an ever widening field of service.

## PURPOSE, ORGANIZATION AND HISTORY

The chief mission of the College has been and will continue to be the preparation of teachers. At least two-thirds of all its enrolled students and nine-tenths of all its graduates render service in either the public or private schools of North Carolina. Many of the courses, therefore, are designed particularly for teachers. For students who may not wish to teach and who must yet look to their own efforts for a livelihood, instruction is offered in the commercial branches, drawing, industrial art, domestic science, and other subjects—the mastery of which will enable them to become self-supporting. The College realizes, however, that not all who seek an education do so with a desire to become teachers or from motives of self-support. For that considerable body of women who seek the broad culture to be derived from a familiarity with the world's best thought and achievement, liberal courses in the arts, sciences, and music are offered—the Institution thus endeavoring to meet the needs of the women of North Carolina and to give such education as will add to the efficiency of the average woman's work whatever her position and field of labor.

The management of the College is vested in a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it be located at some suitable place, where the citizens

would furnish the necessary buildings or money sufficient to erect them. The Board of Directors accepted the offer made by the city of Greensboro, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others. Since the original donation the Directors have purchased about 116 acres of land.

In October, 1892, the College began its work with two buildings inadequately equipped, an annual appropriation of \$10,000 for maintenance, a teaching force of fifteen, and a student enrollment of two hundred and twenty-three. The people, regardless of denominational or party affiliations, have stood loyally by their College, and each succeeding Legislature has dealt more and more liberally with it. Today the Institution has twelve buildings; 106 lecture rooms, laboratories, and offices; dormitory accommodations for 455 boarders; a teaching and official force of 65; and, including the Training School, an enrollment of between 900 and 1,000 students. The value of the plant is \$650,000, and the annual State appropriation is \$87,000.

## ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. As a State institution, it desires to be of the greatest possible service to the entire people of North Carolina. It would not, if it could, limit its patronage to a particular class or section. Every county has its proportionate number of appointments and the advantages of the Institution are, to the extent of its capacity, open on similar terms to all. Its requirements for admission and its courses of study have been made equivalent to those of the colleges of best standing in North Carolina. Local conditions, however, have not been overlooked, and the work offered in the Freshman year is of such a nature that it may be profitably begun by any intelligent girl who has improved all her opportunities in the best public high schools of the State. For the benefit of those young women who find it impossible to secure proper preparation in all the subjects required for entrance, the Institution offers preparatory instruction in some of the units required for admission to the Freshman class.

*No students are admitted, however, who have not completed the course in the home school.*

### REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.
2. They should send with their application, *which*

*they themselves must write, a statement from their last teacher as to scholarship, conduct, and habits of study.*

3. The standard of admission to the College is the prescribed course of the State High Schools of North Carolina. Students are admitted to the Freshman class (1) by passing satisfactory examinations; or (2) on the presentation of a diploma from a recognized college; or (3) on the presentation of proper certificates from an accredited high school.

The entrance examinations embrace the following subjects: Mathematics, History, English, Science (Physics, Physical Geography, Botany, Chemistry, Biology, or Agriculture), and Latin or French or German.

The requirements in each of these subjects are as follows:

**MATHEMATICS:** Applicants must pass satisfactory examinations in Arithmetic and Algebra. In Arithmetic, students must show ability to analyze and explain correctly.

In Algebra, accurate knowledge of the following subjects is indispensable: Factoring, Common Divisors and Multiples, Fractions, Theory of Exponents, Involution, Evolution, Radicals, Quadratic Equations, Simultaneous Quadratics, the elements of Ratio and Proportion, and the Progressions.

**HISTORY:** Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses



must also be offered: History of England, or Ancient History (Greece and Rome).

Students would do well to review their history studies before attempting these examinations. In United States History the examination will be based on the material presented in any good high school text, such as *Our Country*, Mace's *School History*, Fiske, Adams and Trent, or Hansell. Suitable books for preparation in English History are Cheyney's *Short History of England*, Montgomery's *Leading Facts*, Coman and Kendall's, or Andrews' *History of England*. If Greek and Roman History be offered instead of English History, the student should be familiar with some good text such as West's, Botsford's, Morey's, or Myers' *Ancient History*.

ENGLISH: The requirement in English is that agreed upon by a joint committee of colleges and secondary schools and now generally accepted by all colleges in the United States. Of this requirement, the following is a general definition:

A. *English Grammar, Composition and Rhetoric.*

To test the candidate's command of clear and accurate English she will be required to write one or more compositions, developing a theme through several paragraphs. The subjects will be drawn from the books prescribed for study and from the student's personal knowledge and experience.

To meet the requirements in Composition:

1. There should be practice in writing equivalent to weekly or at least fortnightly themes throughout the High School course. The subjects for themes should be drawn partly from



the literature read and partly from the student's daily experience and observation. The candidate should be well grounded in the essentials of English Grammar, and accuracy in spelling, capitalization, and punctuation should be rigorously exacted. Proper effort should also be made to enlarge the student's vocabulary.

2. The theory of Rhetoric should be studied in connection with the work in composition. The pupil should study the structure of sentences, paragraphs, and whole compositions; should analyze and make outlines of essays with a view to understanding the orderly and progressive development of thought, and should be taught the principles of good writing as exemplified both in her own work and in the work of others.

### B. *Reading and Practice.*

A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

The books set for this part of the examination are:

Group I (two to be selected). Shakespeare's *As You Like It*, *Henry V*, *Julius Caesar*, *The Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected). Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected). Chaucer's *Prologue*; Spenser's *Faerie Queene* (selections); Pope's *The Rape of the Lock*;

Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (first series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected). Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens' *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V (two to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc*, and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*, or his *Hero as Poet, Man of Letters and as King*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Group VI (two to be selected). Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa*, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (first series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Princess*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

### C. Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form, and structure.

The books set for this part of the examination are:

Shakespeare's *Macbeth*; Milton's *Comus*, *L'Allegro* and *Il Penseroso*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

In connection with the two foregoing lists, the student should be trained in reading aloud and encouraged to commit to memory some of the more notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the more important facts in the lives of the authors read and with their place in literary history.

The head of the English Department will be glad to recommend suitable text-books for this preparatory work and to furnish needful suggestions looking towards the accomplishment of better results.

NOTE.—No candidate will be accepted in English whose work is notably defective in spelling, punctuation, grammar, or division into paragraphs.

SCIENCE: PHYSICAL GEOGRAPHY: The text-book recommended is Tarr's *New Physical Geography*, and from it the entrance examination will be made out. This may be expected to cover such important topics as the Land, its physiographic features and the processes which have brought them about; the Ocean, its composition, currents, effects on climate, and its shore lines with their influence on civilization; the Atmosphere, its movements, weather, and climate; the distribution of animals and plants brought about by differences of temperature and moisture; and lastly, the Physiography of the United States, and its effects on the industries and pursuits of the nation. Students who expect to take this examination are urged to make careful preparation therefor.

SCIENCE: OTHER UNITS ACCEPTED: The outline of the requirement in Physical Geography will serve

to indicate the character and amount of work that must be offered in Science. An equivalent in Agriculture, Biology, Botany, Chemistry, or Physics will be accepted. Accurate notes of all laboratory work should be kept and the note-books presented by the candidate at the time of her entrance.

**LATIN:** Two years of Latin must be offered for admission to the Freshman class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of Cæsar's Gallic War, together with Latin prose composition.

**FRENCH:** Two years of preparatory work in one language—Latin, German or French—are required of every candidate for admission to the Freshman class. If French is to be offered for admission, the student must pass an examination in Courses I and II or their equivalent. (See Courses in French, page 60.) The student should have had two full years' work in grammar and should have read four or five hundred pages of French.

**GERMAN:** Students who wish to elect this subject must, if they do not offer two years of Latin as outlined above, offer an equivalent in German and pass an examination showing a fair knowledge of German inflection and conjugation.

## TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the College who have entrance examinations to stand must assemble in the college chapel at 9:00 a. m., *Wednesday, September 18th*, for preliminary registration. They will there be assigned to rooms for examination.

Former students who have no examinations to stand and new students who are to enter on certificate must present themselves for registration on *Saturday morning, September 21st*.

## ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman class, and on all studies pursued by the class up to the point at which they enter. Such candidates should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman class. (See College Calendar, page 7.)

## COURSES OF STUDY

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### COURSES LEADING TO DEGREES

The College offers five general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Home Economics, and Bachelor of Music. All students receiving free tuition appointments must take one of these regular degree courses or the brief course for teachers outlined on page 34.

### REGULATIONS

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Seniors receiving a failure or more than one condition at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

Petitions for change of course must be submitted during the last two weeks of April or during the first week of the fall term. Final choice of subjects for students' programs must be made by the second Wednesday of the fall term.

An entrance condition, no matter how slight, prevents a student from being classed higher than a Freshman. Any deficiency in Freshman work prevents a student from being classed as a Junior.



## COURSE I.—BACHELOR OF PEDAGOGY

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN	SOPHOMORE
English ..... * 3 Latin, French or German 4 Plane Geometry ..... 4 Vocal Music or History .. 3 Drawing ..... 2 Manual Arts, or Biology and Botany ..... 2	English ..... * 3 Latin, French or German 4 Higher Algebra, Solid Geometry and Plane Trigonometry ..... 4 Chemistry ..... 4 History, Drawing, Manual Arts, or Dom. Science and Dom. Art ..... 3
JUNIOR	SENIOR
English ..... * 3 Latin, French or German 3 Psychology ..... 3 Physics ..... 4 History of Education .... 3 History, or Analytical Geometry ..... 3	English ..... * 3 Expression ..... 2 School Gardening ..... 2 Pedagogy ..... 8 Calculus, Geology, Physi- ology, General Biology, Chemistry, Physics, Dom. Science and Dom. Art, Manual Arts, Drawing, or History. } 4

A student in the Bachelor of Pedagogy course may elect either Biology or Manual Arts in the Freshman year and either History, Drawing, Manual Arts, or Domestic Science and Domestic Art in the Sophomore year. Freedom of choice is allowed in the elective subjects of the Senior year, provided that the necessary preparatory work has been done by the proper election in previous years.

\* Numerals indicate number of recitations weekly in each subject.



## COURSE II.—BACHELOR OF ARTS

This course is designed particularly for those who may wish to give special attention to the languages. Students who have free tuition through taking the pledge to teach, are required to take four additional periods of practice work, which may be done either in a department of the College or in the Training School. Those who are unable to add this requirement without exceeding the limit of twenty periods, may substitute the practice work for the general elective of the Senior year; provided that such excess of periods does not arise from failures or conditions in previous years, or from failure to take at least eighteen periods of regular, required work in any previous year.

FRESHMAN	SOPHOMORE
English ..... * 3	English ..... * 3
Latin ..... 4	Latin ..... 4
French or German ..... 4	French or German ..... 4
Plane Geometry ..... 4	Higher Algebra, Solid
Vocal Music or History .. 3	Geometry and Plane
18	Trigonometry ..... 4
	History ..... 3
JUNIOR	SENIOR
English ..... * 3	English ..... * 3
Latin ..... 3	Latin ..... 3
French or German ..... 3	French or German ..... 3
Psychology ..... 3	Calculus, Geology, or His-
Physics or Chemistry .... 4	tory ..... 4
History, or Analytical	Expression ..... 2
Geometry ..... 3	Pedagogy ..... 3
9	18

\* Numerals indicate number of recitations weekly in each subject.

## COURSE III.—BACHELOR OF SCIENCE

This course is designed particularly for those who may wish to give special attention to science. Students who have free tuition through taking the pledge to teach are required to take the Pedagogy offered in the Senior year and four additional periods of practice work, which may be done either in connection with a Senior science or in the Training School. Those who are unable to add this requirement without exceeding the limit of twenty periods may substitute the practice work for the general elective of the Senior year; provided, that such excess of periods does not arise from failures or conditions in previous years, or from failure to take at least eighteen periods of regular, required work in any previous year.

Students taking this course must pursue the Language offered for entrance.

FRESHMAN	SOPHOMORE
English ..... * 3 Latin, French or German 4 Plane Geometry ..... 4 Vocal Music or History .. 3 Drawing or Manual Arts . 2 Biology and Botany ..... 2	English ..... * 3 Latin, French or German 4 Higher Algebra, Solid Geometry and Plane Trigonometry ..... 4 Chemistry ..... 4 Drawing, Manual Arts, or Dom. Science and Dom. Art ..... 3
JUNIOR	SENIOR
English ..... * 3 Biology ..... 4 Psychology ..... 3 Physics ..... 4 History or Analytical Geometry ..... 3 Expression ..... 2	English or Pedagogy ..... * 3 Physiology ..... 3 Calculus or Geology ..... 4 Chemistry ..... 4 Physics ..... 4 } 8 or Physics or Chemistry .. 4 and Dom. Sci. and Dom. Art, or Man. Arts, or Drawing or History . 4 }

\* Numerals indicate number of recitations weekly in each subject.

## COURSE IV.—BACHELOR OF MUSIC

This course is designed for students who may wish to give special attention to instrumental or vocal music.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play simple forms of major and minor scales, to show some familiarity with classic music in the smaller forms, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this catalogue. See expenses (Special Department).

FRESHMAN	SOPHOMORE
English ..... * 3	English ..... * 3
Latin, French or German 4	Latin, French or German 4
Mathematics ..... 4	Mathematics ..... 3
Piano ..... 3	or
Theory and Sight Singing 3	Manual Arts ..... 2
Ear Training ..... 1	and
Chorus ..... 1	House Furnishing . 1
	or
	D. Science and D. Art. 3
	History ..... 3
	Piano ..... 3
	School Music ..... 3
	Chorus ..... 1
JUNIOR	SENIOR
English ..... * 3	English ..... * 3
Latin, French or German 3	Latin, French or German 3
Psychology or History ... 3	Course in Piano or Voice . 4
Course in Piano or Voice . 4	Expression ..... 2
Harmony ..... 2	Music Teaching Methods . 4
School Song ..... 1	or
History of Music ..... 2	Mu. Teach'g Meth'ds 2
Chorus ..... 1	and
	Pedagogy ..... 3
	Harmony ..... 2
	Chorus ..... 1

\* Numerals indicate number of recitations weekly in each subject.

### COURSE V.—BACHELOR OF SCIENCE IN HOME ECONOMICS

FRESHMAN		SOPHOMORE	
English .....	* 3	English .....	* 3
Language .....	4	Language .....	4
Mathematics .....	4	Mathematics .....	3
Biology and Botany .....	2	Chemistry .....	4
Drawing .....	2	Advanced Sewing .....	2
Hand and Machine Sewing .....	2	House Architecture and Sanitation .....	1
Music or History .....	3	Manual Arts .....	2
JUNIOR		SENIOR	
English .....	* 2	English .....	* 3
Physics .....	2	Physiology and Home Nursing .....	3
Psychology and Pedagogy .....	3	Chemistry .....	3
History .....	3	Practice of Teaching Dom. Art and Dom. Science..	2
Biology .....	3	Food and Dietetics .....	3
House Furnishing .....	1	Household Management ..	1
Cooking .....	3	Pedagogy .....	3
Elementary Agriculture ..	3	Laundry and Textiles ....	2

Students taking this course are required to pursue the Language offered for entrance.

Only the Freshman, Sophomore, and Junior years of this course will be offered in 1912-1913.

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\* Numerals indicate number of recitations weekly in each subject.

### COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE

All students, even though they be not applicants for a degree, are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, properly qualified students will be permitted to register for one of the following special courses:

#### I. *Brief Course for Teachers.*

Students registering for this course will, with the exception of foreign languages which are optional, take eight or ten periods of their work in regular order as laid down in the Bachelor of Pedagogy course, page 29. Additional work to the extent of ten periods will be assigned by the head of the Department of Pedagogy.

Graduates holding the diploma of a recognized college will be permitted to register for this course without examination. All other students must, with the exception of foreign languages, satisfy the college admission requirements given on pages 20-25, and present a "first grade" teacher's certificate with evidence of one year's experience in teaching.

There is no tuition charge for this course.

#### II. *Course for Nurses.*

The State Normal and Industrial College is glad to coöperate with all organizations having as their object the higher education and better professional equipment of the women of North Carolina. The

course here outlined represents the voluntary choice of the North Carolina State Nurses' Association and is recommended to candidates for the nursing profession as an excellent preparation for later special and professional study.

COURSE:—Household Biology, Household Chemistry, Dietetics, English, Hygiene, Laundry and Textiles, Physiology, and Physical Training.

Before registering for this course, the applicant must have fulfilled the college entrance requirements, and, in the case of continuous subjects, must have completed the lower work in those subjects.

### III. *Business Courses.*

An outline of the courses offered by the Commercial Department with the entrance requirements and expenses will be found on pages 76-81.

### IV. *Elective Course for Tuition Paying Students.*

In exceptional cases, tuition paying students who are not candidates for a degree, may elect such studies as they are prepared to pursue with profit, subject to the provisions that the total number of periods must not exceed twenty and that eight or ten of these periods must be taken in regular order from one of the five degree courses outlined on pages 28-33. In general, such students must be able to enter the Sophomore class.

### SUMMER SESSION COURSES

In order to extend its advantages to women whose occupations prevent their attendance upon other sessions, the College maintains a Summer Session of eight weeks. Many of the courses offered are of collegiate grade, and properly completed, may be counted towards a degree. Generally speaking, the



courses are presented as units equivalent to one-fourth or one-half of a year's work. Proper sequence is provided for, thereby enabling the student to continue her course, in the ensuing fall, spring, or summer sessions. In brief, the Summer Session constitutes one of the regular terms of the college year and places the full resources of the Institution—faculty, buildings, libraries, and laboratories—at the service of those who may wish to devote part of their summer to college work.

In the selection and arrangement of its Summer Courses, the College has had in view the needs of the following classes: (1) Teachers wishing special work in the Principles and Methods of Teaching (Primary, Grammar and High School), with opportunities for practice and observation work under experienced supervisors. (2) Teachers desiring advanced or collegiate courses in the philosophy, science, psychology and history of education. (3) Teachers of special subjects such as Agriculture, Domestic Science, Vocal Music, Drawing, and Manual Arts. (4) High School teachers who desire advanced or extra work along the line of their specialties, with free use of good departmental libraries and well equipped laboratories. (5) College students who wish to earn advanced credit or to remove conditions. (6) Students preparing for college. (7) Mothers, wives and home makers who feel the need of practical help in such subjects as foods and food values, cookery, kitchen conveniences, home nursing, sanitation, and household decoration.

A special Bulletin descriptive of its Summer Session work is issued by the College. Copies of this Bulletin may be had upon application.



## DEPARTMENTS AND COURSES OF INSTRUCTION

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### PEDAGOGY

JUNIUS A. MATHESON  
ROBERT A. MERRITT

The purpose of this course is strictly professional; that is, to prepare in the best possible manner, young women for the work of organizing, governing, and teaching in the schools of North Carolina. Successful teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should have broad and accurate scholarship. She should also have a knowledge of the nature and growth of the child's mind. But preparation for effective teaching does not end with a knowledge of subject and pupil. A teacher should be acquainted with the best modern practice of the profession and with the theories on which such practice is grounded. The best that training can do is to add an increment of power to native gifts. To do this, teacher-training should have as the chief end in view the knowledge and use of method. Such, therefore, is the aim and purpose of this department.

In addition to a theoretical study of the best that has been said and done in education, the College maintains

#### A TRAINING SCHOOL FOR TEACHERS

This school is intended to be a laboratory having three well-defined objects in view: the study of children, the observation of correct methods, and practice work in actual teaching. It is here that all theories of method are tested in actual school room work. Students are required to do regular and definite work during the entire Senior year under the direction of the head of the department and of experienced supervising teachers. Such required training in practical work gives the students not only an opportunity of demonstrating their own ability to plan lessons and to teach, but also confidence and skill in class management and in carrying out the various details of school work.

The Training School, with separate and well appointed building, has ten classes and an enrollment of over three hundred and fifty children embracing all grades in elementary schools. In order to meet the demands for teachers in the Public High Schools of the State, students desiring to make a specialty of high school work will have an opportunity to teach such subjects as they may select.

*Course I. Psychology.* — Junior year. Three periods a week. Special study of the laws of mental development and of the instincts, impulses, and capacities of children. Characteristics of attention, memory, interest, and imagination.

*Course II. Pedagogy.*—Junior year. Last three months of spring term. Three periods a week. A theoretical study of the principles of education based upon and following Psychology.

*Course III. History of Education.*—Junior year. Three periods a week. A study of the origin and development of the most formative educational systems of the past. Observation in Training School.

*Course IV. (a) Pedagogy.*—Senior year. Four periods a week—entire year. Science and art of education. Special study of the method of teaching the different subjects. Lectures on discipline, school management, course of study, and the progress and development of educational thought. Parallel reading and study of the lives of educational reformers.

*Course IV. (b) Practice in Teaching.*—Senior year. Five periods a week—entire year. Teaching in the Training School under the direction of the head of the department and of the supervising teachers. The preparation of lesson plans; advanced work in child study; application of facts discovered to the work of teaching.

*Course V. Pedagogy.*—Special course. Three periods a week—entire year. Brief course in principles and methods of teaching; discipline; general school management, and special work in public school subjects. This course is intended for those who cannot remain long enough to complete the regular course in Pedagogy. It includes text-book work, observation in Training School, and lectures.

*Course VI. Psychology.*—Three periods a week. Summer Session.

This is a brief course in Psychology for teachers. Emphasis will be laid upon such topics as will be directly applicable to their teaching, e. g., Attention, habit, imagination, memory, interest, etc.

*Course VII. Fundamental Principles of Teaching and School Management.*—Five periods a week. Summer Session.

This course is primarily for teachers, and will include such topics as will be of direct value in the school room.

Text-book work, lectures, and observation of regular class-room work will furnish the basis of the course. Attention will be given to the physical and mental characteristics of childhood; the theory and practice of teaching in the elementary school; school organization and management; school discipline, etc.

*Course VIII. Primary Methods.*—Five periods a week. Summer Session.

This course is for primary teachers. Special methods in reading, phonics, language, arithmetic, and writing, through the first three grades, and the application of these methods in actual school work will be emphasized.

*Course IX. Grammar School and High School Methods.*—Five periods a week. Summer Session.

In this course special methods in grammar and high school subjects will be given. English, History,

Mathematics, Geography, Agriculture, and Latin will receive special attention.

*Course X. Observation.*—Three periods a week. Summer Session.

(a) Training School.

In connection with the work outlined in courses VII, VIII, and IX, demonstrative schools of primary and grammar grades will be conducted under the supervision of experienced teachers. The object of these schools is to furnish opportunities for the observation of instruction and of other phases of school life.

(b) Rural School.

A strictly rural school easily accessible by the car line will also be conducted for the benefit of rural school teachers.

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## ENGLISH

WILLIAM C. SMITH

MARTHA E. WINFIELD

MAY McLELLAND

EDNA CLARE BRYNER

MARY K. DANIEL

EMMA KING

CLAUDIA E. CRUMPTON

For admission requirements in English see pages 22-24.

*Course I. Freshman.*—Three periods a week—first term. Rhetoric and composition. Study of prose selections, descriptive and narrative. Theme writing and other exercises. Individual criticism and interviews.

*Course II. Freshman.*—Three periods a week—second term. Continuation of Course I. Specimens of exposition. Essays of Carlyle and Stevenson.

*Course III.—Sophomore.*—Three periods a week—first term. Rhetoric and advanced composition. Study of prose selections of considerable length. Book reviews and literary criticism. Theme writing, outlines, and other written exercises. Personal interviews.

*Course IV. Sophomore.*—Three periods a week—second term. Theme writing continued as in Course III. Study of modern English prose, particularly the essay.

*Course V. Junior.*—Two periods a week—entire year. Nature and elements of poetry. Lectures and assigned readings. A general survey of English poetry from Chaucer to Tennyson.

*Course VI. Junior.*—One period a week—entire year. Essay writing. Lectures and assigned readings. A course in advanced composition forming part of the required work of the Junior year. Prerequisites, Courses I, II, III, and IV.

*Course VII. Senior.*—Three periods a week—first term. Poetry of Arnold and Mrs. Browning. Selections from Clough, Morris, and Swinburne. Prerequisites, Courses V and VI.

*Course VIII. Senior.*—Three periods a week—second term. Continuation of Course VII. Poetry of Browning and Tennyson.



*Course IX. Senior Elective.*—Three periods a week—entire year. Elizabethan drama. Marlowe, Jonson, Beaumont, Fletcher, Webster, and Shakespeare. Lectures, assigned readings in the dramatic history of the period, and reading of about ten plays. Elective with Courses VII and VIII as a requirement for graduation.

*Course X. Composition and Rhetoric.*—Five periods a week. Summer Session.

This course is intended primarily for students preparing to meet the usual college entrance requirement in Rhetoric and Composition.

The work will include the study, by means of textbooks and lectures, of the principles of rhetoric as they apply to the choice of words and the structure of sentences, paragraphs, and whole compositions. Frequent short themes, several essays, and occasional exercises in class will be written. Regular conferences with the instructor will constitute a part of the course.

*Course XI. Literature: College Admission Requirements.*—Five periods a week. Summer Session.

Like the preceding, this course is intended to meet the needs of students preparing to enter college. The books studied will be those included in the College entrance requirement for 1912: Shakespeare's *Macbeth*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*, Burke's *Speech on Conciliation with America*, and Carlyle's *Essay on Burns*.

*Course XII. Literature: Teachers' Course. High School Classics.*—Four periods a week. Summer Session.

A study is made of at least ten of the English classics, including all those on the required study list for College entrance.

In addition, there will be lectures on the teaching of English, including among others, such topics as the following: Aims of English teaching: what to emphasize, form and content; the teaching of poetry; the essay problem—how related to the study of the classics; the teachers' library.

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## EXPRESSION

MARY SETTLE SHARPE

The department is designed to produce good readers, and to excite within the students an admiration for the best models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

Physiology of the Voice-Producing Organs, exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring. Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone. Principles of Gesture.



Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best English and American authors.

*Two periods a week.*—Required in the Junior or Senior year.

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## HISTORY

W. C. JACKSON

REBECCA SCHENCK

MARY D. TYLER

Applicants for admission to the Freshman class must pass satisfactory entrance examinations on United States History, and on the History of England, or the History of Greece and Rome. Students entering on certificate must have completed the necessary requirements not more than four years previous to admission.

*Course I. Freshman.*—Three periods a week. Ancient History. This course consists principally of the study of Greek and Roman History, but includes a short introductory study of the more ancient nations, and extends to the time of Charlemagne.

Elective with Music in the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science courses.

*Course II. Sophomore.*—Three periods a week. General European History. The aim of this course is to give a general outline of the development of Western Europe from the ninth to the nineteenth century.

It includes a study of the principal institutions of the Middle Ages, as feudalism, the church, and the Mediæval empire, followed by a study of the renaissance, the reformation, religious and political wars, and the development of modern states.

The work is conducted by means of text-books, library reference, class discussions, and by personal conferences with each member of the class.

Required in the Bachelor of Arts and Bachelor of Music courses; elective in the Bachelor of Pedagogy course.

*Course III. Junior.*—Three periods a week. North Carolina History. The aim of this course is to give a general outline of the history of North Carolina from its earliest settlement to the present time. The *Colonial Records* and Ashe's *History of North Carolina* form the basis of a large part of the work; and all other material available is used. The work is conducted by means of lectures, library reference, notebooks, and class reports and discussions.

Elective with Analytical Geometry in all courses.

*Course IV. Senior.*—Four periods a week. American History. This course is intended primarily for those who wish to become teachers of American History. It will be based on such material as is found in Hart's *American History Told by Contemporaries*, *The American Statesman Series*, Von Holst's *Political and Constitutional History of the United States*, Schouler's *History of the United States Under the Constitution*, and McMaster's *History of the People of the United States*.

Some special work in Civics will be given in connection with this course.

The work is conducted by means of text-books, lectures, library reference, and class discussions.

Elective in A. B., B. S., and B. P. courses.

*Course V. English History.*—Five periods a week. Summer Session.

This course includes a brief survey of the entire history of England. The work is conducted by means of text-books, note-books, and library reference.

*Course VI. Teachers' Course in American History.*—Five periods a week. Summer Session.

This course is intended primarily for those who teach American History. It will consist in a review of the principal epochs in our history, special emphasis being given to such periods as the Revolution, the formation of the Constitution, the establishment of the government under Washington, the administration of Andrew Jackson, and the Civil War. The tariff, slavery, recent social and economic conditions, and like topics will also be emphasized.

The proper *teaching* of the subject is kept in mind in all the work, and occasional type lessons are given.

The work is conducted by means of text-books, lectures, library reference, and note-books.

## MATHEMATICS

GERTRUDE W. MENDENHALL  
CORA STRONG  
VIRGINIA RAGSDALE  
NETTIE LEETE PARKER

Applicants for the Freshman class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

I. *Freshman*.—Four periods a week. Plane Geometry, with constant exercise in original demonstrations. Required of all candidates for a degree.

II. *Sophomore*.—Four periods a week. First term—Solid and Spherical Geometry, three periods; Higher Algebra, one period. Second term—Higher Algebra, two periods; Trigonometry, two periods. Required of candidates for the Bachelor of Pedagogy, Bachelor of Arts, Bachelor of Science, and B. S. in Home Economics degrees.

III. *Junior*.—Three periods a week. Analytical Geometry and Conic Sections. Elective with History in Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science courses.

IV. *Senior*.—Four periods a week. Differential and Integral Calculus. Elective.

V. *Arithmetic*.—Five periods a week. Summer Session.

A teachers' course, with especial emphasis upon methods.

VI. *High School Algebra*.—Six periods a week. Summer Session.

A review of Radicals, Quadratic Equations, Simultaneous Quadratics, the elements of Ratio and Proportion, and the Progressions.

To pursue this course with profit, a student must have (1) a good knowledge of elementary Algebra to Radicals, (2) sufficient knowledge of the topics included in the course to review these rapidly. The final examination will be the equivalent of the regular college entrance examination in Algebra.

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## BIOLOGY AND GEOLOGY

EUGENE W. GUDGER  
MARY ROBINSON

*Household Biology*.—Fall Term—Freshman year. Required in Bachelor of Science and Home Economics courses. Optional in Bachelor of Pedagogy course.

This course is especially designed to prepare students for work in Domestic Science; hence it deals chiefly with yeasts, bacteria, and molds, those micro-organisms which play such a large part in the daily life of the housekeeper. These plants are studied structurally under the microscope, while, by experiments on various foods, their activities are made clear to the student. The beginnings of the study of Sanitation are made and some attention is paid to the relation of micro-organisms to agriculture. The course

concludes with the study of Ameba and of a green Alga, in order to give some idea of the relations of animals and of plants, both green and colorless.

This work is based mainly on Conn's *Bacteria, Yeasts, and Molds in the Home*, and Ritchie's *Primer of Sanitation*.

*Botany*.—Spring Term—Freshman year. This course is a continuation of the work of the first term. It is really a nature study course in Botany, being designed to teach the student to see how plants grow and behave, and to understand their life and work. The plant in its environment is first studied, with special reference to its struggle for existence. Then it is considered as a whole, analyzed into its parts and the function of each part studied. Considerable attention is paid to the agricultural side of the subject. The object in view is not to have the student learn the names and peculiarities of any set number of plants or flowers, but to teach her something of the lives, activities, and inter-relationship of the common plants. Especially is it intended to prepare her to teach nature study work in plants. To carry out the purpose of this course, weekly walks are taken in the park adjoining the campus, and at intervals longer excursions are made into the surrounding country. Bailey's *Elementary Botany* is used.

*General Biology*.—Required in Junior year of Science and Home Economics courses; optional in Senior year of Pedagogy course. This course is designed as a part of the liberal education of every



student and, in the Science and Home Economics courses, is intended to prepare students for work in Physiology and Hygiene. It must be preceded by Freshman Biology.

The work of the fall term is largely given to a study of the activities of micro-organisms in relation to Sanitation and Agriculture. To this end a large amount of parallel reading is required, and by field trips the work of bacteria and molds in producing plant diseases and in mineralizing dead organic matter is made clear. Later, Chara, Hydra, and the Crawfish are studied to show the essential structures of the invertebrates and the inter-relationships of plants and animals. The spring term is given to the study of the anatomy, physiology, histology, and embryology of the frog, as leading up to the study of human anatomy and physiology.

The object of this course is not so much to teach the minute structure of plants and animals as it is to inculcate the great principles and generalizations of Biology, to show the dependence on each other of all living things, and to prepare the student to make use of these things in her life and her teaching. No single text-book being available, a number is used.

*Geology.*—This course is open to students taking the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science degrees.

As a prerequisite, a year's work in Physical Geography must have been taken, and a knowledge of the general principles of Physics and Chemistry is neces-



sary. Dynamical and Structural Geology are carefully studied, and the principles involved are, as far as possible, illustrated by observations upon the processes now at work on the surface of the earth. The course concludes with a study of Historical Geology, in which it is aimed to trace the development of life on the earth and the gradual formation of our continent. While the cultural value of this study is not minimized, especial emphasis is laid on its helpfulness in the teaching of geography. To this end the last two months of the spring term are devoted to the study of the fundamental facts of this science.

Opportunity is frequently offered students to go on field trips, not only to study changes in the land but also to learn how to handle classes on such trips.

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## CHEMISTRY

MARY M. PETTY

*Course I. General Chemistry.*—Four periods a week. Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

*Course II. Organic Chemistry.*—This course is offered to the students in the Domestic Science Department. It consists of two hours a week in Organic Chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

*Course III. Analytical Chemistry.*—Four periods a week. This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and to be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

*Course IV. Household Chemistry.*—Summer Session. Pre-requisite: One year of General Chemistry. Two lectures and three laboratory periods a week.

This course is designed to give work in the chemistry of the materials most intimately connected with daily life. The following subjects will be considered:

Air: Its constituents, impurities, ventilation.

Fuels: Kinds—gaseous, liquid and solid. Heat and Ventilation. Economic value of various kinds of fuels.

Lighting: Methods. Proper conditions for effective lighting. Comparison of different methods.

Water: Composition and properties, both physical and chemical. Importance as food and in diges-

tion. Impurities and methods for purifying. Water analysis and interpretation of results.

Food: Food principles. Chemical changes due to cooking food. Varieties of foods and their chemical composition. Study of special processes, such as bread making, fermentation, soap making, preserving food and fruits. Milk and dairy products, and milk testing. Beverages. Chemistry of digestion.

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## PHYSICS

WILLIAM C. A. HAMMEL

*Course I. Junior.*—Two lectures and three hours of laboratory work, counting four periods a week.

Air, Liquids, Heat, Dynamics, first half year.

Electricity, Magnetism, Light, and Sound, second half year. Required in Bachelor of Pedagogy and Bachelor of Science courses; elective with Chemistry in Bachelor of Arts Course.

*Course II. Junior.*—*Home Economics Course.* Two periods a week.

Physics in its relation to the household.

*Course III. Senior.*—Two lectures and three hours of laboratory work, counting four periods a week. Elective.

*Course IV. Elementary Physics, Teachers' Course.*—Five periods a week. Summer Session.

Air, liquids, heat.

Recognizing the fact that most of the Physics taught in the rural schools is taught without apparatus, this course will consist in illustrating important laws by using simple, inexpensive apparatus, constructed in the laboratory by each student.

This apparatus will become the property of the student constructing it, thus forming a nucleus for a good working laboratory. There will be a charge of one dollar, to cover cost of material.

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## MANUAL ARTS

WILLIAM C. A. HAMMEL  
JULIA M. RAINES

This department was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades, in rural as well as in city schools, an opportunity to prepare themselves as instructors in the subject.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

*Course I. Freshman.*—Two periods a week. Card-board work: Basketry with use of native materials. A short study of American pottery. Elective in Bachelor of Pedagogy and Bachelor of Science courses.

*Course II. Sophomore.*—Three periods a week. Study of textile fabrics; harmony of colors and materials used in costume and for decorative house furnishing; designing and weaving fabric rugs; work in Venetian iron, copper, and leather. Elective in Bachelor of Pedagogy and Bachelor of Science courses.

*Course III. Sophomore.*—Two periods a week. Home Economics course. Lecture demonstrations on household handicrafts, furniture and repairs. Practical exercises, including principles of applied design, color, stencilling, wood block printing, and weaving.

*Course IV. Sophomore. House Sanitation and Architecture.*—One period a week. Home Economics course.

Principles of planning and house construction. Different types of dwellings,—their relative advantages and objections, and their general requirements.

Ventilation, heating, lighting, water supply, drainage, disposal of waste, house inspection.

*Course V. Junior. Household Furnishings and Decoration.*—One period a week. Home Economics course.

A practical course in the decoration and furnishing of the entire home. The treatment of floors and floor coverings; walls and wall coverings; window blinds and curtains; color scheme as applied to house furniture and decoration; choice and cost of suitable furniture, china, glass, silver, cutlery, kitchen and household utensils.

*Course VI. Senior.*—Four periods a week. Theory and practice in teaching Manual Arts. Handiwork for primary grades. Wood work for grammar grades. Elective in Bachelor of Pedagogy course and in Bachelor of Science course.

*VII. Teachers' Course.*—Four periods a week. This course is designed to meet the growing need of hand work in the primary grades. The work will consist of paper folding, paper cutting, cardboard construction and knife work, together with the proper correlation of the handling of crayons and water colors.

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## LATIN

VIOLA BODDIE  
JULIA DAMERON  
MARY BALDWIN MITCHELL

*Preparation.*—The course in Latin presupposes two years of competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar attended by daily exercises in prose composition, and the reading of some elementary reader, together with four books of Cæsar's Gallic War, or their equivalent.

*General Statement.*—It is the purpose of this department to direct the student to a broad, cultural study of the language, literature, and life of the Romans. The course offers not only a systematic study of grammar and of prose composition, together with



the reading of authors in culture-historical sequence, but a systematic study of Roman culture history in English, in connection with the reading of the authors selected.

*Course I. Roman Oratory.*—Four hours a week. First term for Freshmen. Prose composition, with study of Latin synonyms, using Cicero's Orations as the basis of study.

*Course II. Roman Letters.*—Four hours a week. Second term for Freshmen. Lectures on Roman Life. Authors read: Cicero, Horace, Pliny.

*Course III. Epic Poetry.*—Four hours a week. First term for Sophomores. Virgil; selections from earlier forms of the Roman epic; lectures on topics related to epic poetry.

*Course IV. Roman Lyric Poetry.*—Four hours a week. Second term for Sophomores. Horace's Odes used as the basis of study.

*Course V. Roman Historical Writing.*—Three hours a week. First term for Juniors. Livy; Tacitus; composition.

*Course VI. Satire.*—Three hours a week. Second term for Juniors. Horace; selections from Persius, Juvenal, and Petronius.

*Course VII. Comedy.*—Three hours a week. First term for Seniors. Plautus; Terence; lectures.



*Course VIII. Latin Language and Literature.*—

Three hours a week. Second term for Seniors.

The reading at sight of numerous selections from the several forms and periods of Latin literature constitutes an important part of this course.

*Course IX. Caesar.*— Five hours a week. Summer Session.

Cæsar's Gallic War, about four books. Talks on Roman History, especially the private life of the Romans. Reading outside of class of Froude's Life of Cæsar, etc.

*Course X. Bennett's Latin Composition.*— Five hours a week. Summer Session.

Review of the grammar topics, illustrated by the composition work.

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## FRENCH

HINDA TEAGUE HILL  
EVA M. BRYAN

Courses I and II, as outlined below, represent the full amount of the entrance requirements when French is offered. Students who are not prepared to pass an examination on these courses or their full equivalent will be given an opportunity to take the work in College, but the courses taken to satisfy entrance requirements cannot count toward a degree. When Latin is offered for entrance, Courses I and II will each have the value of one full collegiate course.

*Course I. Grammar and Reading.*—Four periods a week. Chardenal's *Complete French Course*; Mairret's *La Tâche du Petit Pierre*, or Bruno's *Le Tour de La France*; composition based on text read, dictation, conversation. In this course special emphasis is laid on pronunciation, simple idiomatic constructions, the regular conjugations, and the more common irregular verbs.

*Course II. Advanced Grammar and Reading.*—Four periods a week. Fraser and Squair, *French Grammar*; François, *Introductory French Composition*; Mérimée, *Colomba*; Labiche and Martin, *Voyage de M. Perrichon*; Halévy, *L'Abbé Constantin*; composition and conversation based on books read.

*Course III. Seventeenth Century Literature.*—Three periods a week. Corneille, *Le Cid*, or *Polyeucte*; Racine, *Andromaque*, or *Athalie*; Molière, *Le Bourgeois Gentilhomme*, or *Le Misanthrope*; Sévigné, *Selected Letters*; François, *Advanced French Prose Composition*; History of Seventeenth Century Literature.

*Course IV. Modern Literature.*—Three periods a week. Balzac, *Le Curé de Tours*, or *Eugénie Grandet*; Hugo, *Hernani*, or *Ruy Blas*; Lamartine, *Jeanne d'Arc*; Loti, *Pêcheur d'Islande*; Sandeau, *Mlle. de la Seiglière*; Maupassant, *Contes Choisis*; Musset, *Comedies*; History of Nineteenth Century Literature.

The chief aim of this course is to enable the student to read modern French readily without the aid of a dictionary and to this end a great deal of sight

reading is done. Summaries and reviews of books read are written in French.

*Course V. Speaking and Writing French.*—Three periods a week. Bacon, *Une Semaine à Paris*; super, *Readings from French History*; Sand, *La Mare au Diable*; Laurie, *Mémoires d'un Collégien*. This course is conducted wholly in French and consists of oral and written reproduction of the text read. Weekly themes are required. Intended for Juniors who have offered French for entrance.

*Course VI. The Teaching of French in the High School.*—Two periods a week. Summer Session.

This course will consist of discussions of the various methods of teaching French, with the advantages and disadvantages of each; the proper presentation of the more important topics in Grammar, requisites of a satisfactory text-book; desirable books of reference.

Attention will be paid, so far as possible, to the special problems of the individual teacher.

The books named in the foregoing courses may be varied slightly from year to year.

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## GERMAN

BERTHA MARVIN LEE  
CHRISTINA M. SNYDER

The Department of German offers two distinct courses; one, requiring two years of Latin for admis-

sion; the other, omitting the Latin requirement, but insisting upon an equivalent in German.

*I. Course A.*—No previous knowledge of German is required of those who take this course. The only condition for entrance is the Latin requirement given elsewhere in the catalogue under the head of *Requirements for Admission*.

*Freshman.*—Joynes' and Wesselhoeft's *Grammar*. *Glück Auf! Immensee*. Sight reading in modern prose.

*Sophomore.*—Thomas's *Practical German Grammar*. German Classics. *William Tell*, etc.

*Junior.*—Composition. The *Nibelungenlied*; *Nathan the Wise*; Goethe's *Iphigenia*.

*Senior.*—Composition. Sudermann's *Frau Sorge*; Hebbel's *Herodes und Mariamne*; Freytag's *Soll und Haben* or *Doktor Luther*.

*II. Course B.*—The two conditions for entrance to this course are previous admission to the Freshman English class and the passing of a thorough examination on the rudiments of German inflection and conjugation. A two years' preparatory course is offered to such students as cannot get the necessary instruction in German before they enter the College.

*Freshman.*—Grammar and Composition. German classics: *William Tell*, etc.

*Sophomore.*—German History. One or two great dramas. Composition.

*Junior.*—Composition. The *Nibelungenlied*; *Nathan the Wise*; Goethe's *Iphigenia*.

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## PHYSIOLOGY AND HYGIENE

ANNA M. GOVE  
PATTIE McADAMS

*Hygiene.*—A course of lectures in practical care of health.

*Senior. Physiology and Hygiene.*—Freshman Biology and General Chemistry are prerequisites. The course aims to give a practical knowledge of the cells, tissues, and organs of the body; of the general structure and functions; and to apply this knowledge to the consideration of diet and other practical hygiene.

The work is illustrated by simple laboratory exercises, use of microscope, and dissection of lower animals.

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## PHYSICAL TRAINING

LAURA McALLESTER  
EVA WASHBURN

The Department of Physical Training has among its chief objects:

The promotion of bodily health; development of grace, ease of movement, precision, alertness, agility,

and endurance; correction of faulty postures; and relaxation from mental work.

The work is divided into five departments:

*I. Swedish Drill.*—The exercises are systematic and progressive and embrace both floor drills and apparatus work.

Required of every student in college.

*II. Theory of Gymnastics.*—Course for Teachers. One period a week throughout the year for Juniors and other students who have had sufficient practical gymnastic work.

It includes the study of the Ling or Swedish system of gymnastics for the school room; games for school room and play ground; and folk games and dances.

*III. Supervised Teaching of Games and Gymnastics.*—Open to all Seniors who have practice teaching in the Training School.

*IV. Aesthetic Gymnastics.*—One period a week. Open to Seniors.

This course embraces folk dancing and work in rhythmical movements for the whole body.

*V. Out of door Sports.*—Open to every student in college. All sports, including field hockey, basketball, tennis, and other games, are carefully supervised.

Medical and special corrective gymnastics will be given to any suffering from bodily ailments or faulty postures.



Every student in the College, unless excused by the resident physician, will be required to take the regular work of the department.

All new students will be required to purchase a gymnasium suit and shoes after her arrival at College. The cost of these is \$6.00.

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## SCHOOL AND VOCAL MUSIC

ALBERT S. HILL  
GRACE DYER KNIGHT

In this department two distinct courses are provided.

*I. Freshman Vocal Music.*—This is a general course offered in the Freshman year of each regular degree course. It seeks to give to all students who are preparing to teach in the public schools a thorough training in sight reading; a general knowledge of scales and chords, with their application in making rote-songs, and with æsthetic appreciation for what is best in musical literature. At the completion of this course, students should be able to present the elements of correct singing to their classes and to carry out judiciously the work in each grade as this is outlined by the special teacher of music.

*II. Supervisor's Course in Music.*—This is a special course intended primarily for those desiring to



become supervisors of music in the schools. It is a four years' course leading to the Bachelor's Degree in Music (Mus. B).

For admission to the Freshman year of this course, students must pass the regular college entrance examinations, demonstrate that they have some musical talent, and give evidence of having had considerable practice in the art. Students entering with advanced credit for work done in other institutions may shorten the time requisite for graduation.

Music is one of the most vital forces to be found in the schools today, and for special teachers of music there is a constantly growing demand. Music does much for the disposition and for the character. It provides recreation and utilizes leisure; it may be a limitless blessing to the home, and the church could hardly exist without it. The child taught to discriminate between music and vulgar noise will not be tempted by the trashy shows that are perhaps the worst curse that afflicts the city life of the poor and the weak. To fully equip the teacher for overcoming all of these adverse conditions, the Supervisor's Course for teaching music in the schools follows four lines of work: (1) general education provided by courses in literature, modern language and science; (2) subjects necessary for all teachers, as History, Psychology, and Pedagogy with practice teaching; (3) subjects necessary for all musicians, such as the theory, history, and aesthetics of music; and (4) subjects necessary for the particular kind of teaching for which the student is preparing, such as voice training

in song and speech, sight singing, piano, theory of school music, and teaching with observation and practice work.

The general aim of the course is to develop musical feeling and thought, and to train teachers who shall make the work living and vital to each child in the public schools.

A complete outline of the four years' work will be found in Course IV of the regular courses leading to degrees.

The several individual courses, such as History of Music, Voice Culture, and Harmony, are also open to students in the other departments who have the time to take them.

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## INSTRUMENTAL MUSIC

LAURA L. BROCKMANN  
CHARLES J. BROCKMANN  
EUGENIA HARRIS  
MYRA ALDERMAN ALBRIGHT

Instrumental music may be taken in any of the regular college courses, provided the music added may be included without exceeding the twenty periods of work allowed as a maximum. The charges for music are given under the head of expenses. Instruction is given in violin or other orchestral instruments as well as in the regular piano work.

The course of study leading to the degree of Bachelor of Music is recommended to those who have had

sufficient training in piano work, and have evinced some ability for it. For admission into the course the student must possess at least average musical talent, and must have acquired some degree of proficiency in the use of the instrument and in sight reading. The average student who enters Freshman music has had three or four years' substantial preparation.

The aim of the department is threefold: to make practical musicians; to make thorough and efficient music teachers; and to help the student to a better appreciation of the beautiful in music. The work is carefully planned and systematically carried out with these ends in view.

Much care is given to the development of a good touch and to the building up of an adequate technique. As the instruction given is individual, the material used is chosen with reference to the needs of each student. From the very beginning the student is introduced to the higher class music. The lesser compositions of Mozart, Schubert, and Mendelssohn, as well as the better class of modern compositions, are used, leading by degrees to such works as the Beethoven Sonata and Fugues of Bach. Ensemble practice for the cultivation of sight reading, upon which much stress is laid, will be given. This concerted practice is invaluable, also, inasmuch as the student becomes acquainted with the larger forms of instrumental compositions, such as symphonies and concert overtures used in two- and four-hand arrangements for piano. The college orchestra furnishes additional experience in ensemble work.

Reference to the Bachelor of Music course elsewhere outlined in this catalogue, will show that the general scheme is adapted to the development of well rounded musicians. Harmony, History of Music, Sight Singing, and Ear Training are allotted sufficient time to enable the student to gain a working knowledge of each of these auxiliary branches.

Students completing the music course will be given the degree of Bachelor of Music. Those completing the work, with the exception of the academic subjects of the Junior and Senior years, will receive a music teacher's certificate.

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## DRAWING

MELVILLE VINCENT FORT

*Course I. Freshman.*—Two periods a week. Object drawing, simple designing and illustrating. Mediums used: pencil and colored crayons. Once a month a famous painting is studied.

*Course II. Sophomore.*—Three periods a week. Object drawing for light and shade. Designing and illustrating are continued in this year with pencil, colored crayon and water colors as mediums. The lives of some of the great artists are studied.

*Course III. Senior.*—Four periods a week. The work of the Sophomore year is continued with the principles of perspective added to it. This course is

designed particularly for those who wish to fit themselves to become teachers of drawing in the public schools.

*Course IV. Teachers' Course.*—Four periods a week. Summer Session.

Model and object drawing. Illustrative work and simple designing. Mediums used: pencils and colored crayons.

*The Progressive Drawing Books*, published by The Prang Company, and recently adopted by the State for use in the public schools, will be used as the basis of the work in this course.

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## DOMESTIC SCIENCE

MINNIE L. JAMISON

*I. Household Bacteriology.*—Two periods a week, fall term of Freshman year. This course, described elsewhere in the catalogue as *Freshman Biology*, may be regarded as preparatory to Domestic Science. From the standpoint of the student in Domestic Science it covers the study of dust and dust plants in their relation to the home and housekeeper, bacteria, botanical position, method of reproduction, spores, food. Friendly bacteria:—as scavengers; in butter-making, in cheese-making, vinegar, and fermentation. Harmful bacteria:—causing fermentation of food, putrefaction, decay, souring of milk, potato rot, etc. Disease

germs:—methods of prevention, antiseptics, disinfectants, sterilization, Pasteurization, sunshine, and fresh air. Molds:—reproduction; work; favorable and unfavorable conditions of growth. Yeasts:—where found; work; products; used in bread-making; best conditions for growth.

E. W. GUDGER.

*II. Sophomore Domestic Science.*—Three periods a week.

*A. Food and Dietetics.*—This division embraces the following general topics: Composition and nutritive value of foods; fundamental principles and processes of cookery; practical work in plain and advanced cookery; study of special foods; meats; milk and its products; cereals and their products; breads, vegetables, sugars, beverages; special diet; marketing; planning, cooking and serving meals; cost of living; methods of preserving foods, as canning, salting, and preserving.

*B. Household Chemistry.*—This portion of the Sophomore work includes a study of the following: Chemical substances and changes met by a housekeeper in her daily work; water, air, fire and fuels; products of combustion; food and its functions; chemistry of starches and sugars; effect of cooking on starch; digestion of sugars and starches; chemistry and digestion of fats; chemistry and digestion of nitrogenous foods; cleaning; the making and use of soap; use of washing soda, ammonia, kerosene, borax; cleaning metals and marble; removal of stains—grease, ink, mildew and rust; chemistry of baking powder; tests for various foods.

MARY M. PETTY.



### *III. Household Sanitation and Economics.—*

Senior year. This course covers the following topics: Hygiene, in relation to the home; the best means of ventilation, heating and lighting; the sanitary disposal of household wastes, solids and liquids; proper use of antiseptics and detergents; plumbing; care of water supply; systematic housekeeping; cost of living; household accounts; domestic service.

### *IV. Teachers' Course.—*Six periods a week. Summer Session.

Food and Dietetics—Composition and nutritive value of foods; fundamental principles and processes of cookery; practical work in cookery; study of special foods; meats, milk and its products, cereals and their products; breads; vegetables, sugars, beverages; methods of preserving foods.

The study of dust and dust plants in their relation to the home; friendly bacteria—as scavengers; in butter-making, in cheese making, vinegar; harmful bacteria—causing fermentation of foods, putrefaction, decay; disease germs—methods of prevention, disinfectants, sterilization, Pasteurization, sunshine and fresh air. Molds—favorable and unfavorable conditions of growth. Yeasts—use in bread making, best conditions for growth.

### *V. Housekeepers' Course.—*Six periods a week. Summer Session.

Demonstrations in batters, breads, creamed dishes, cream soups, souffles, vegetables.

Meat Cookery—Demonstrations in cuts of meats,

methods of preparing cheap meats, expensive cuts, left-over meats, meat substitutes; vegetable soups. Desserts. Trays for the sick.

Demonstration in saving time and fuel by the use of steamer and fireless cooker. Paper-bag cookery. Plans for building a fireless cooker.

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## DOMESTIC ART

ALMA LONG

*Course I. Freshman year.*—Four periods a week. Elementary sewing, hand and machine work applied to useful articles. Elements of garment drafting and construction. Also a short course in other forms of needle work such as knitting, crocheting, netting, lace-making, and embroidery. Required in Home Economics course.

*Course II. Sophomore year.*—Four periods a week. Continuation of Course I. Elements of dress making and millinery. Required in Home Economics course.

*Course III. Sophomore year.*—Three periods a week. Elementary sewing, hand and machine work, applied to useful articles. Garment construction and as much simple dressmaking as time allows. Elective in B. P. and B. S. courses.

*Course IV. Senior year.*—Four periods a week. Continuation of Course III. Dressmaking, with such

problems as tailored skirts, silk or woolen dresses, lingerie frocks. Elective in B. P. and B. S. courses.

Materials are furnished by the students at an average cost of five dollars a year in the elementary work and ten dollars and up, according to the student's choice of materials, in the advanced courses. Articles made are the property of the students, subject to recall to the department for exhibition purposes.

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## AGRICULTURE

ERNEST ELWELL BALCOMB

*Course I. Gardening.*—Two periods a week. This course will emphasize the educational value of the study of agriculture. The work offered will be such as will be helpful to the teacher in the elementary schools. Some time will be spent in a simple study of soil, its formation, fertility, and management; and in the proper planting, care, and culture of such plants as can be profitably grown in a home or school garden. Consideration will be given to landscape gardening and the proper planting of home grounds. Many excursions, and much practical experience in laboratory and out-door work will be prominent features of the course.

*Course II. Elementary Agriculture.*—Three periods a week. The work in this course will include agriculture, dairying, poultry raising, school and home gardening, and horticulture. An effort will be made

to teach, in a vital way, those phases of dairying that are essential to the woman who may have charge of the care and the marketing of milk and butter. Similar practical instruction will also be given in kitchen gardening, in the raising and disposing of poultry, the adornment of the home grounds, the culture of small fruits, and the care of the orchard. The course will include directions for conducting clubs, institutes, betterment societies, and similar organizations for making life more efficient.

*Course III. Teachers' Course.* Five periods a week. Summer Session.

A course intended to give such knowledge and training as will enable those who take it to teach the elements of the subject in the public schools, and to co-operate in organizing and conducting boys' and girls' clubs and contests for growing garden and field crops.

The work will include the study of text-books; reports on references; experiments in the laboratory; practice in gardening; observations in field, orchard, garden and dairies; making collections; excursions to the Country Life Schools of Guilford County, and to some of the largest greenhouses and nurseries in the South.

## COMMERCIAL DEPARTMENT

E. J. FORNEY  
CLARA BOOTH BYRD

## SHORTHAND

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails, the course is well graded, and the student is led, step by step, through easy and natural stages, to *see*, to *think*, and to *act for herself*.

The work of the department will be planned as far as possible to meet the needs of students. The course at first embraces not only a study of principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, and copied in the letter book. Where it is deemed necessary, sentence structure and composition in the English department of the College will be required.

As a majority of our students will ultimately engage in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto are not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as will insure power, strength, and general

information. Technical instruction in the use of medical and legal terms is also given.

### SUGGESTED COURSES

*Group I. Shorthand, Typewriting, Bookkeeping.*—This is the ideal course to take, if the previous training of the student will permit it. All accredited students and those who pass the College entrance examinations in Arithmetic and English will be admitted to this course.

*Group II. Shorthand, Typewriting, English and Arithmetic.*—This course is recommended to those students who are classified below the Freshman class. As soon as sufficient scholarship in English is acquired to admit to the Freshman class, Group I is recommended.

*Group III.*—Many students, in order to strengthen their general scholarship, return to the College for a second year's work. To such we recommend Shorthand, Typewriting, English, and some other subject. Music has become very attractive to many in this course.

### REPORTING

A course in verbatim note-taking is offered. If a student demonstrates ability to do higher work in shorthand, actual speeches, addresses, sermons, court testimony, etc., are taken. In the first stages of reporting effort, an expert note-taker from the department accompanies the student and takes a check note



of her work. This coaching is continued until the student can rely upon her own notes.

This course is open to shorthand writers of any system with a speed of not less than 120 words a minute, provided the applicant has a thorough knowledge of the principles of the system written (the department cannot undertake to teach the elementary principles of any system except the Isaac Pitman) and has sufficient education to put into practice the expert work offered.

### CERTIFICATES

The diligent student can, in from five to eight months, acquire a speed of 80 to 120 words a minute, which is sufficient to do good office work, and certificates will be given to students who can write from dictation correctly in shorthand from new matter at these rates. Students must pass an examination in Arithmetic and preparatory English before this certificate will be given.

Students will be admitted to this department at any time during the college year not later than March 1st.

Business men who may be needing stenographers will, upon application, be put in correspondence with efficient help.

## SYLLABUS OF WORK IN SHORTHAND

Session of 34 Weeks, 170 Days

(The books are taken up in the order named)

Inductive Lessons	Ch. 1 to 35	15 days	To develop reading power
Aesops Fables	48 pages	2 days	To fix small words
Easy Readings	32 pages	1 day	To extend word-power
Phonetic Reader	21 pages	2 days	To increase vocabulary
Business Cor. 2	60 letters	5 days	Read and Copied
Business Cor. 1	60 letters	3 days	Read and Copied
Inductive Lessons and Select Readings	Ch. 36 to 54 } 1 and 2	10 days	Study of principles
Pitman's Text-book	Shorth'd only	12 days	Study of principles
Vicar of Wakefield	280 pages	5 days	Read only
Universal Dic. Course	15 businesses	15 days	Dictated to students
Self-Culture (Blackie)	90 pages	5 days	To increase reading power
Key to Reporting Ex.	48 pages	15 days	Study of contractions
Gleanings 1 and 2	64 pages	10 days	Reporting style
Selections No. 3	45 pages	5 days	Reporting style
High Speed in Sh.	32 pages	5 days	Dictated to students
Inductive Lessons	54 Ch.	10 days	Review of principles
Pitman's Text-book	Complete	10 days	Review of principles
Universal Dic. Course	10 businesses	10 days	Dictated to students
10 Reporters' Readers	20 lectures	10 days	Sight reading; own notes
Pitman's Jour. (Bath)	1 copy daily	15 days	Shorth'd and editorial
Sel. from Am. Authors		5 days	Read and copied

In addition to the above, beginning with the reading of Self-Culture and running through the course to the end, dictation of 1500 letters collected by the department, legal papers, specifications, etc., is a constant feature of the work.

## SHORTHAND—Home Study

There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*; therefore, it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of

which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

#### TYPEWRITING

The Remington and Underwood typewriters are used, fifteen instruments being owned by the department. Skill in the use of the machines is not the only design of the instruction. Special attention is paid to accuracy, neatness, vocabulary, spelling, punctuation, and paragraphing. The instruction is purely practical.

#### BOOKKEEPING

The course in bookkeeping and business practice is similar to that which can be obtained in progressive commercial colleges. The inductive method of presentation prevails. Each transaction is presented to the student as much like the performance of actual business as possible. The student is taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will make not only bookkeepers, but well-informed business women thoroughly conversant with all kinds of common commercial forms and blanks. The arrangement of the books and blanks is such that the subject can be taught with ease in schools of lower grades.

The Burroughs Adding Machine is part of the equipment, and all students in bookkeeping are

required to become familiar with its workings. The loose-leaf methods, so universally recognized today, form the basis of the course.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

The expenses of the student taking the business courses for a term of thirty-five weeks are:

If boarding in the dormitory .....\$195.00

If boarding in the city ..... 65.00\*

The above amount includes all college fees for lights, heat, books, etc. (See page 85 for details of payment.)

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\* Can be reduced to \$42.50 if the student passes satisfactory examinations on English and Arithmetic.

## COUNTY APPOINTMENTS

## THE DORMITORIES

Under a regulation conforming to the Charter of the Institution, free tuition is offered to any young woman who will promise to teach for two years in the public or private schools of the State. The capacity of the dormitories is limited, however, and, in order that every county may have representation in the College, about two hundred places in the dormitories have been apportioned among the several counties of the State in proportion to their white school population. Dormitory appointments are also given to those young women who prefer to pay tuition, the money thus derived being used to enlarge and better equip the dormitories and other departments of the College.

The dormitories have been fitted up by the State and board is furnished at actual cost. If the amount collected from the students be more than sufficient to maintain this department, the balance will be refunded. The law does not permit any profit to be made on the boarding department.

The following indicates the number of free-tuition appointments to which each county is entitled:

3 Alamance	5 Buncombe	1 Chowan
2 Alexander	2 Burke	1 Clay
1 Alleghany	3 Cabarrus	3 Cleveland
2 Anson	2 Caldwell	2 Columbus
3 Ashe	1 Camden	2 Craven
2 Avery	1 Carteret	3 Cumberland
2 Beaufort	1 Caswell	1 Currituck
1 Bertie	3 Catawba	1 Dare
1 Bladen	2 Chatham	3 Davidson
1 Brunswick	2 Cherokee	2 Davie

2 Duplin	2 Lincoln	3 Rockingham
3 Durham	2 Macon	4 Rowan
2 Edgecombe	3 Madison	3 Rutherford
4 Forsyth	1 Martin	2 Sampson
2 Franklin	2 McDowell	1 Scotland
4 Gaston	4 Mecklenburg	2 Stanly
1 Gates	3 Mitchell	2 Stokes
1 Graham	2 Montgomery	3 Surry
2 Granville	2 Moore	1 Swain
1 Greene	2 Nash	1 Transylvania
5 Guilford	2 New Hanover	1 Tyrrell
2 Halifax	1 Northampton	3 Union
2 Harnett	1 Onslow	2 Vance
2 Haywood	1 Orange	4 Wake
2 Henderson	1 Pamlico	1 Warren
1 Hertford	1 Pasquotank	1 Washington
2 Hoke	1 Pender	2 Watauga
1 Hyde	1 Perquimans	3 Wayne
3 Iredell	1 Person	4 Wilkes
2 Jackson	2 Pitt	2 Wilson
4 Johnston	1 Polk	2 Yadkin
1 Jones	3 Randolph	2 Yancey
2 Lee	1 Richmond	
2 Lenoir	3 Robeson	

### APPLICATIONS FOR COUNTY APPOINTMENTS

If the number of applicants from any county does not exceed the number to which it is entitled, appointments to places in the dormitories will be made without examination. If, however, it should be found necessary, a competitive examination, prepared by the Faculty, will be held at the county seat about August 1st.

*All applications for the county appointments should be in the hands of the President before July 15th.*

*Students who receive appointments can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty.*



*Any county appointments not applied for by August 1st, will be given to the applicants from other counties, preference being given to the following classes:*

1. Those who have spent a year or more at this College, and whose conduct and studious habits have commended them to the Faculty.

2. Graduates of other colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.

3. The best material among new applicants.

## EXPENSES FOR THE YEAR

## REGULAR COURSE

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in board, no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories .....	\$104.00	
Laundry .....	18.00	
		<u>\$122.00</u>
Fuel and Lights .....	\$ 10.00	
Dormitory Fee .....	2.00	
Registration Fee .....	4.00	
Medical and Physical Training Fee ..	5.00	
For use of Text-books and Apparatus	5.00	
Library Fee .....	2.00	
		<u>28.00</u>
Total, exclusive of tuition .....	\$150.00	
Tuition .....	45.00	
		<u>\$195.00</u>
Total, including tuition .....	\$195.00	

The payments for the regular charges and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

* On entrance .....	\$45.00	
November 15th .....	40.00	
January 15th .....	35.00	
March 15th .....	30.00	
		<u>\$150.00</u>

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\* New students, in addition to this amount, must deposit with the Treasurer \$6.00 with which to purchase a gymnasium outfit.

For students who board in dormitories, and pay tuition:

* On entrance .....	\$60.00
November 15th .....	50.00
January 15th .....	45.00
March 15th .....	40.00
	————— \$195.00

For students who have free tuition and do not board in dormitories:

* On entrance .....	\$15.00
January 15th .....	5.00
	————— \$ 20.00

For students who pay tuition and do not board in dormitories:

* On entrance .....	\$25.00
November 15th .....	15.00
January 15th .....	15.00
March 15th .....	10.00
	————— \$ 65.00

In addition to the above, for students taking Instrumental or Special Vocal Music:

On entrance .....	\$15.00
November 15th .....	10.00
January 15th .....	10.00
March 15th .....	10.00
	————— \$ 45.00

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\* New students, in addition to this amount, must deposit with the Treasurer \$6.00 with which to purchase a gymnasium outfit.

### LABORATORY FEES

To defray in part the cost of materials actually consumed by the student in her laboratory work, the following annual fees, payable upon admission to the courses herein named, will be charged:

Biology, \$1.00; Chemistry, \$1.00; Domestic Art, \$1.00; Domestic Science, \$1.00; Manual Arts—Freshman, Sophomore, and Junior, \$1.00 each; Manual Arts—Senior, \$2.00; Physics, \$2.00.

### GYMNASIUM OUTFIT

The only necessary additional expenses at the College will be \$6.00 for gymnasium outfit, which amount must be deposited with the Bursar on entrance, the cost of medicine in case of illness, and for graduates, a diploma fee of \$5.00.

### NON-RESIDENTS

No free tuition is given to a non-resident of the State, but a tuition charge of \$65, instead of \$45, is made.

### SPECIAL BUSINESS COURSES

To any student not boarding in the dormitories, the charges for a special course in Stenography will be \$22.50 for tuition and the regular fees, \$20.

### MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate year are \$45.00. This includes the use of piano for practice one period a day. Students taking the "Bachelor of Music Course" will need extra practice time, and for the use of piano there will be an additional charge of \$4.00 a year for

each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are \$36.00. Music students buy their own sheet music and music books. From \$3.00 to \$5.00 will cover the cost.

#### MUSIC DEPARTMENT—VOCAL

The charges for special vocal lessons, including daily piano practice, are \$45.00.

#### TEXT-BOOKS

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring a good English dictionary and any other useful reference books in their possession. Latin, French, or German lexicons, when needed, must be purchased by the student.

*In all business matters the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them realize the cost of their training.*

*All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in plans, except in cases of serious illness, making it necessary for the resident physician to advise them to return home.*

Let all checks and money orders be made payable to E. J. Forney, Treasurer.

## FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intentions to teach upon such conditions as may be prescribed by the Board of Directors." Part of the dormitory space is reserved for tuition-paying students, and part for free-tuition students. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the College, I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition with interest for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work I have done."



## LOAN FUNDS AND FELLOWSHIPS

### THE ALUMNAE LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students, chiefly in the higher classes, who could not return to the College without aid, the Alumnae Association has undertaken to raise a fund. This fund now amounts to about \$15,000.

### THE JARVIS BUXTON LOAN FUND

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

### THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

### THE LIDA CARR LOAN FUND

This fund was established by General and Mrs. Julian S. Carr.

### THE McIVER LOAN FUND

As a memorial to the founder and first president of the College, the Alumnae Association is raising *The*

*McIver Loan Fund.* The amount raised in each county will be credited to it and used in aiding worthy students from that particular county. Contributions to this fund are now coming in, and it is probable that loans for several counties will be available next year.

#### THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS

The North Carolina Division of the United Daughters of the Confederacy offers two scholarships to descendants of Confederate veterans. These scholarships are worth about \$125.00 each.

#### THE SARAH AND EVELYN BAILEY SCHOLARSHIP

Mr. and Mrs. T. B. Bailey, whose only children died while students at this College, have established a permanent scholarship to be known as *The Sarah and Evelyn Bailey Scholarship*.

#### OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave \$100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave \$1,000 to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College \$1,000, known as the *Hennie Bynum Scholarship*, to be used as a loan fund for the aid of some young woman from Burke County.

## PRIZES

### THE WHITSETT PRIZE

Mr. W. T. Whitsett, President of Whitsett Institute, offers each year to that member of the Senior class presenting the best graduating thesis, a prize consisting of a handsome set of books. This prize is awarded at Commencement.

### THE WULBERN PRIZE

The Dorcas Bell Love Chapter of Daughters of American Revolution, Waynesville, N. C., offers each year a prize of ten dollars in memory of Mrs. Mary Love Stringfield-Wulbern. This prize is awarded to that member of the Senior class who, during the four years of her college course, has done the best work in history.

### THE WALKER PRIZE

Prof. N. W. Walker, of the University of North Carolina, offers each year a prize of ten dollars to that member of the Junior or Senior class who writes the best paper on some subject in North Carolina history.

### THE MURPHY PRIZE

Hon. J. D. Murphy, of Asheville, N. C., offers each year a prize of ten dollars to that member of the Junior Class who does the best year's work in North Carolina history.

## GOVERNMENT

Those who board in the College will be under the direct care of the President, the Lady Principal, and her assistants. The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall or in their private rooms. The object is to throw responsibility upon the students and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. Under certain conditions it might be found necessary to modify the method of discipline, *but where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

## CONTRACT

I do hereby contract with the State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the foregoing contract requires promptness in attendance upon every meeting of students in chapel, dining-room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.

## GENERAL INFORMATION

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### AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location.

Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. Its accessibility and the hospitality and progressive spirit of its people render it the favorite convention city of the State. A week seldom passes in which it has not, as its guests, some body of eminent men and women assembled in the interest of matters of public concern. Students of the College thus enjoy exceptional advantages for coming in contact with prominent state and national leaders, and of gaining an intelligent conception of the more important problems relating to the life and welfare of our people. The churches, the schools and colleges, the libraries, hospitals, and other agencies for civic and social betterment add immensely to the opportunities for liberal culture. The woman who spends a year or more in this environment gains a broader conception of life and adds to her qualifications for usefulness. The city has long been an educational center. Its people and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of



women. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college. There are few towns or cities where the educational advantages are so excellent and may be had at such small cost.

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, main line of the Southern Railway, and the Atlantic and Yadkin Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mount Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the morning and reach Greensboro by bedtime.

Students who leave Wilmington at 9:00 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

## GROUNDS AND BUILDINGS

The College buildings, twelve in number, are located on an eminence partly within and partly without the city limits. The grounds are both spacious and

attractive. Ten acres, fronting on a paved and macadamized thoroughfare, are laid out and cared for in accordance with the plans of landscape gardeners. This constitutes the campus proper. Electric cars, operated on a ten-minute schedule and having three stopping points in front of the grounds, afford ready access to the railway station and to all points of interest in the city and its suburbs. A private avenue with macadam walks leads through the grounds to the several college buildings. A woodland park of twenty-five acres, covered with a natural forest growth of rare beauty, is the private property of the College. Several miles of walkways, a pavilion, and numerous rustic bridges add to the charm and comfort of this fresh air recreation ground. Ample space is allotted to tennis, basketball and other forms of athletic sports.

The college buildings have been specially designed for their several purposes and represent the best in material and equipment. They are properly lighted and ventilated, have adequate fire protection, are warmed by a central heating plant, supplied with sanitary drinking fountains, hot and cold water, local and long distance telephones, and gas and electric lights. The buildings include :

*Administration Building.*—Offices of President, Dean, Secretary, Bursar, Registrar, Stenographer ; Laboratories, Student Rest Rooms, Postoffice, and eighteen Lecture Rooms.

*Library.*—Fire-proof Book Room, Vault, Offices, Reading Room, Reference and Study Rooms.

*Students' Building.*—Manual Arts and Domestic Science—six rooms; two Literary Society Halls, Young Women's Christian Association Hall and Reading Room, College Auditorium, and fifteen Music Rooms.

*Spencer Building.*—Main Dormitory, 492 feet long, facing east on College Avenue; North wing extension, 120 feet; South wing, facing on Walker Avenue, 240 feet. Kitchen, Cold Storage, and Central Dining Hall with accommodations for 600. Total dormitory capacity of this building, including rooms for matron and assistants, 390.

*Guilford Hall Dormitory.*—Accommodations for 70 students.

*Curry Building.*—Teachers' Training School, Model School Building, Offices, Assembly Hall, Play Room, and twelve Class Rooms. Devoted exclusively to the work of the Normal Department.

*McIver Memorial Building.*—Thirty-two Lecture Rooms, Laboratories and Offices, especially designed for the Science Departments.

*Infirmiry.*—New building, seventy-five bed capacity. Modern in construction and arrangement. Thoroughly equipped. Laboratories, Operating and Consultation rooms, Solaria, Outdoor rooms, Physician's and Nurses' rooms, Dining Room and Kitchen.

*Old Infirmiry.*—Two-story brick cottage, now used as a dormitory.

*Power House, Laundry, Central Heating Plant,  
Dairy, and Mechanic Shops.*

*President's Residence.*

## THE LIBRARY

The library is one of the distinctly educative forces of the College. Those in whom its management is vested consider that it has a mission to perform other than that of mere adjunct to departmental work. Efforts are made to render it a vital force in the life of each student. To be educated in the friendship of books—to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits—is no insignificant part of a woman's education. Denied this perennial source of wisdom, culture and sympathy, a woman misses one of the most potent agencies in her own development and an effective means of appeal to others.

The library building, a model of comfort and convenience, is the gift of Mr. Andrew Carnegie. Care has been taken to select such books as are most serviceable to students in their work in the various departments. Students have access, under necessary limitations, to the book-shelves. Facilities are offered for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The library now contains more than seven thousand volumes, and valuable additions are annually being made by purchase and donations.

Special effort is being made to secure any works on North Carolina history. Old volumes, magazines, pamphlets, newspapers—all materials relating to the history and literature of the State will be acceptable.

The Reading Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

The library is open on week-days, except Saturday, from 8:30 a. m. to 6:00 p. m. The Saturday hours are from 8:30 a. m. to 5:00 p. m.

### SOCIAL LIFE

With regard to the social management of the dormitories the authorities consider it essential that the young women have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to do so.*

Under proper conditions, visits from gentlemen will be allowed, when written requests for that privilege are made by parent or guardian addressed directly to the Lady Principal.

### RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The churches in



Greensboro are Baptist, Catholic, Christian, Congregational, Episcopal, Friends, Lutheran, Methodist, Methodist Protestant, Moravian, Presbyterian, Primitive Baptist, Reformed, and Jewish Synagogue. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible classes are conducted.

The Association also provides for a gospel service twice a week.

## GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

## SPIRIT OF DEMOCRACY

A large measure of the success which has attended the State Normal and Industrial College has been due to the representative character and spirit of the young



women who have been its students. They have come from all of the one hundred counties of the State, and in their political and religious faith, their financial condition, and professional and social life, have been thoroughly representative of the people of North Carolina. Among them have been three hundred graduates of leading female colleges and more than a thousand who taught school before entering the Institution. In fact, the College has had every type of respectable woman in North Carolina, from the one who enjoyed all the advantages which money and social position confer, to the girl whose absence from her humble home meant increased toil and self-denial to every member of her family.

A large number of these young women remain in the College at their own expense, without help from parents, and a majority of them expect to become teachers. This has exerted a strong influence in favor of industry and the steady performance of duty. Moreover, the fact that the College has not depended upon the revenue derived from any class of its students has tended to aid in its discipline, and to imbue all the students with a spirit of democracy. The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions. This coming together of all classes from all sections of the State fosters patriotism, self-reliance, and breadth of vision, gives the students a clearer comprehension of the needs of their State, and inspires them with a laudable ambition to be of

some service. The spirit of the College is, therefore, worthy of the State of North Carolina. With a seriousness of purpose nowhere surpassed and an earnest yet kindly striving for the higher standards of life and thought, here annually gather, on equal terms, more than six hundred North Carolina women. Here is no hatred of wealth, and no contempt for poverty, but courteous recognition of equal rights with cheerful tribute paid to moral and intellectual worth.

### SERVICE

Some indication of the serviceableness of the College is suggested by what has been said of the scope and character of its patronage. It has, since its establishment, been an open door of opportunity to the white women of North Carolina. Through it the State has added to its resources over 3000 educated women who have taught lessons of patriotism and right living to more than 200,000 North Carolina children. Two-thirds of all the students enrolled and nine-tenths of all who graduate become teachers in North Carolina. No large movement for the uplift of the State has failed to have support from its faculty and students, and today there is not a county in the State where representatives of the College are not to be found actively engaged in public service. There is no kind of educational institution requiring women teachers with ordinary professional training, where students of the State Normal and Industrial College have not been employed. Of course the largest class of teachers trained by the Institution have gone to the country

public and private schools, but more than thirty per cent. of the women teachers in the graded schools of the State are former students of the College, and its graduates have been employed in every orphanage, and in a large number of high schools, seminaries, and colleges.

## HEALTH AND MEDICAL ATTENTION

The physical welfare of the students is made a prime object of attention. An experienced woman physician has charge of matters pertaining to health, and her lectures on sanitary science and personal hygiene form part of the required course of study. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student's postponing for economical reasons the necessary consultation.

A regular outdoor walking period is observed, healthful open-air sports are encouraged, and, under the direction of teachers of physical training, each student is required to take prescribed forms of physical exercise.

The prevention of sickness is the main object of physician, nurses, and directors of Physical Culture. With the enlarged facilities afforded by the new infirmary, it is hoped to prevent cases of physical breakdown on the part of students by transferring them, when necessary, to quiet rooms where they will be subject to individual dieting and special care.

In the boarding department the daily menus are made out and the dining room supervised by a trained dietitian. A matron-in-charge is responsible for the purchase, storage, and proper preparation of food materials. The sewerage and water systems, the bath rooms and lavatories, the heating and ventilating machinery and the laundry are carefully inspected. All drinking water is thoroughly sterilized; care is exercised in regard to the milk and butter supply; proper ventilation of dormitory and recitation rooms is insisted upon; and due precaution is taken to prevent the origin and spread of infectious diseases.

A committee appointed by the State Board of Health visits and inspects the Institution.

### SOME DISTINCTIVE FEATURES OF THE COLLEGE

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The dormitories have been fitted up by the State and board is furnished at actual cost.

2. Regular courses of study have been arranged with a special view to preparing young women to teach.

3. All candidates for the teaching profession must study Psychology and Pedagogics for at least two years, and during the Senior year, spend a part of each day in teaching under the supervision and kindly criticism of the head of the department of Pedagogy and his assistants in the Training School.

4. Departmental courses, designed especially for teachers, are offered in Freehand Drawing, Vocal and Instrumental Music, Domestic Science, Nature Study, Physics, Chemistry, School Gardening, and Manual Arts.

5. All students have an opportunity of taking courses in Manual Arts, Domestic Science, Home Decoration, Elementary Agriculture, Physical Training, and Household Biology.

6. A Summer Session, constituting one of the regular college terms, offers a variety of courses many of which may be counted towards a degree. This places the full resources of the Institution—faculty, buildings, libraries, and laboratories—at the service of those who may wish to devote part of their summer to college work.

7. Under no circumstances can any student receive free tuition without taking the pledge to teach for at least two years after leaving the College.

8. Nine-tenths of the young women who have received the College diploma have taught since their graduation.

## ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.



## ADELPHIAN AND CORNELIAN SOCIETIES

These are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and members of the Faculty have no connection with them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

*The Board of Directors prohibits any other secret organizations.*

## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students and is entirely under their management. The Faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in the prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active Christian Work in this College. But no organization worthy of the name of Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the



religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of an evangelical church is eligible to active membership.

The Committee on Devotional Meetings provides for a gospel service every Sabbath evening. The pastors in the city and others are frequently invited to make addresses before the organization.

Twenty-four classes have been organized for systematic Bible and mission study. Contributions are made to various philanthropic causes.

The growth of the College and the increased work of the Association make necessary the employment of a Local Secretary. An earnest effort is being made to secure a Secretary for next year.

A copy of the *Student's Handbook*, a publication issued by the Association and containing much valuable information for every student of the College, is furnished upon request.

#### STUDENT ORGANIZATION PAY DAYS

The several student organizations of the College have agreed upon a day to be set apart for the payment of all fees. For former students, the pay day is September 28th; for new students, November 16th. The fees are:

Young Women's Christian Association .....	\$1.00
Adelphian and Cornelian Literary Societies ....	2.50
Athletic Association .....	.25
Class Organizations (as agreed upon).	

## COLLEGE PUBLICATIONS

### BULLETINS

In an effort to find a wider field of usefulness and to extend its influence to that great body of people who live and labor beyond its walls, the College issues quarterly a Bulletin for free distribution among the citizens of North Carolina. These bulletins represent the best thought of its faculty on subjects of vital concern to the home and school. Available numbers of former issues may be had upon application to the President.

### ALUMNAE NEWS

The *Alumnae News*, published quarterly, is the official organ of the Alumnae Association of the State Normal and Industrial College. It is designed to serve as a bond of union and a medium of communication between the alumnae. Departments containing college notes, communications from graduates and former students, and news-matter of interest to all friends of the College are included in each issue.

### THE STATE NORMAL MAGAZINE

The *State Normal Magazine* is published every month from October to June, by a Board of Editors elected from the Adelphian and Cornelian Literary Societies. The publication is under the general direc-

tion of an Advisory Committee chosen from the Faculty. The matter contained in it is not of purely local interest. Timely articles on current educational questions, with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is one dollar a year, payable in advance.

### TEACHERS' REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

### ALUMNAE ASSOCIATION

*Annual meeting for the election of officers in the College auditorium during Commencement week.*

The State Normal and Industrial College Alumnae Association was organized in 1893 and incorporated by act of the General Assembly of North Carolina March 8, 1909.

The objects of the Association as set forth in section 3 of the Act incorporating it are:

*To encourage, foster, and promote education in the State of North Carolina; to aid and assist the North Carolina State Normal and Industrial College, by donations or otherwise; and to aid and assist, by loans or donations, or both, worthy young women of the*

# Graduating Exercises

CLASS OF 1912



TUESDAY MORNING, MAY 21<sup>ST</sup>

10:30 O'CLOCK



The North Carolina  
State Normal and Industrial College  
Greensboro, North Carolina

# Commencement Day

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Chorus: "SWEET MAY" ..... *Smart*

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ANNUAL ADDRESS ..... DR. WILBUR F. TILLET  
*Vanderbilt University, Nashville, Tenn.*

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PRESENTATION OF CONSTITUTIONS ..... JUDGE J. D. MURPHY

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Chorus: "BALMY AND SOFT" ..... *Metra*

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PRESENTATION OF BIBLES ..... REV. E. K. McLARTY, D. D.

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AWARDING DIPLOMAS TO GRADUATES

## Class of 1912

### DEGREES

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IVOR AYCOCK .....	Wayne County
<i>Bachelor of Music</i>	
MARGARET KOLLOCK BERRY .....	Orange County
<i>Bachelor of Science</i>	
LEAH BODDIE .....	Durham County
<i>Bachelor of Arts</i>	
MARY KATHERINE BROWN .....	Stanly County
<i>Bachelor of Arts</i>	
HATTIE E. BURCH .....	Person County
<i>Bachelor of Science</i>	
ELIZABETH NORMAN BURWELL .....	Granville County
<i>Bachelor of Pedagogy</i>	
CLAUDIA CASHWELL .....	Davie County
<i>Bachelor of Pedagogy</i>	
ANNIE MOORE CHERRY .....	Halifax County
<i>Bachelor of Pedagogy</i>	
DORA COATS .....	Johnston County
<i>Bachelor of Pedagogy</i>	
MARGARET CAMERON COBB .....	Lincoln County
<i>Bachelor of Arts</i>	
MADGE COBLE .....	Guilford County
<i>Bachelor of Pedagogy</i>	



- MAGGIE LINDA COBLE ..... Guilford County  
*Bachelor of Pedagogy*
- ANNIE FRANKLIN CUMMINS ..... Lenoir County  
*Bachelor of Pedagogy*
- MARY FAY DAVENPORT ..... Gaston County  
*Bachelor of Pedagogy*
- GRACE ELIZABETH EATON ..... Iredell County  
*Bachelor of Arts*
- LUCILE MARSHALL ELLIOTT ..... Guilford County  
*Bachelor of Pedagogy*
- CLYDE FIELDS ..... Alleghany County  
*Bachelor of Music*
- NETTIE JANE FLEMING ..... Guilford County  
*Bachelor of Pedagogy*
- REBECCA HILLIARD FOUST ..... Wayne County  
*Bachelor of Pedagogy*
- LOUISE NORTH GILL ..... Scotland County  
*Bachelor of Pedagogy*
- MAY GREEN ..... Davie County  
*Bachelor of Pedagogy*
- MYRTLE GREEN ..... Vance County  
*Bachelor of Science*
- LUCY HAMILTON ..... Carteret County  
*Bachelor of Pedagogy*
- ALICE GILL HARRIS ..... Wake County  
*Bachelor of Pedagogy*

- REBECCA ASHFORD HERRING ..... Sampson County  
*Bachelor of Arts*
- HATTIE SHERROD HOWELL ..... Edgecombe County  
*Bachelor of Music*
- FLORENCE REBECCA HUNT ..... Vance County  
*Bachelor of Music*
- HAZEL HUNT ..... Wayne County  
*Bachelor of Pedagogy*
- ETHEL LILLIAN IVEY ..... Wayne County  
*Bachelor of Pedagogy*
- MABEL GERDING JETTON ..... Cleveland County  
*Bachelor of Science*
- MARGARET ELIZABETH JOHNSON ..... Rowan County  
*Bachelor of Pedagogy*
- ARA VIRGINIA JORDAN ..... Wake County  
*Bachelor of Pedagogy*
- BESSIE JORDAN ..... Henderson County  
*Bachelor of Pedagogy*
- AMY E. JOSEPH ..... Wayne County  
*Bachelor of Science*
- LOUISE LUCAS ..... Bladen County  
*Bachelor of Pedagogy*
- ETHEL MCNAIRY ..... Guilford County  
*Bachelor of Pedagogy*
- ALICE TYE MORRISON ..... Anson County  
*Bachelor of Pedagogy*

- KATE LEA OWEN ..... Davidson County  
*Bachelor of Science*
- MARY K. VAN POOLE ..... Rowan County  
*Bachelor of Science*
- LUCY BELLE ROBERTSON ..... Washington, D. C.  
*Bachelor of Arts*
- HARRIETTE ETHEL SKINNER ..... Pitt County  
*Bachelor of Music*
- KATIE NORMA SMITH ..... Wayne County  
*Bachelor of Pedagogy*
- THELMA SMITH ..... New Hanover County  
*Bachelor of Pedagogy*
- PATTY LOUISE SPRUILL ..... Pamlico County  
*Bachelor of Science*
- KATE RICHARDSON STYRON ..... Craven County  
*Bachelor of Arts*
- SARAH McEWEN TULBERT ..... Wilkes County  
*Bachelor of Pedagogy*
- EMMA VICKERY ..... Iredell County  
*Bachelor of Science*
- ALICE IVA WHITSON ..... Buncombe County  
*Bachelor of Science*
- MARGARET REBECCA WILSON ..... Mecklenburg County  
*Bachelor of Science*
- PENELOPE WITHERINGTON ..... Wayne County  
*Bachelor of Arts*



## Marshals

---

MERIEL GROVES, *Chief*, Craven County

GERTRUDE GRIFFIN, Wayne County

IONE GROGAN, Rockingham County

PATTIE GROVES, Richmond County

SADIE RICE, Craven County

CHRISTINE RUTLEDGE, Gaston County

MARGARET MANN, Hyde County

FANNIE STARR MITCHELL, New Hanover County

ELEANOR MORGAN, Wayne County

HATTIE MOTZNO, Wayne County

ALICE ROBBINS, Caldwell County

*State to obtain an education at the said College; and for such purpose to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession.*

Membership in the Association is limited to present or former members of the faculty, to former students, and students who are members of the graduating class at the time of the annual meeting. The Association's Loan Funds are described on page 90 of this catalogue.

The *Alumnae News*, published quarterly, is the official organ of the Association.

#### OFFICERS 1910-1911

President, Miss Annie Martin McIver, Greensboro, N. C.

Vice-President, Mrs. W. H. Hunter, Greensboro, N. C.

Secretary-Treasurer, Miss Laura H. Coit, Greensboro, N. C.



## LIST OF STUDENTS—1911-1912

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Name	Postoffice	County
Abernethy, Addie May	Charlotte	Mecklenburg
Adams, Louise	Morganton	Burke
Aiken, Florence D.	Brevard	Transylvania
Albright, Annie Platt	Waynesville	Haywood
Alexander, Edith	Matthews, R. 17	Mecklenburg
Alexander, Eula B.	Stony Point	Alexander
Alexander, Jessie	Matthews	Mecklenburg
Alexander, Martha Louise	Charlotte, R. 1	Mecklenburg
Allen, Mollie	Okeewemee	Montgomery
Armentrout, Ethel	High Point	Guilford
Austin, Coline Munroe	Durham	Durham
Avery, Edith Calvert	Morganton	Burke
Aycock, Ivor	Fremont	Wayne
Bailey, Elsie Badger	Woodleaf	Rowan
Barber, Lottie G.	Barber	Rowan
Barber, Mattie A.	Hertford	Perquimans
Barnes, L. Mae	Lewiston	Bertie
Barwick, Ruth	Kinston	Lenoir
Baugh, Ethel Irene	Raleigh	Wake
Baxley, Lena M.	Gibson	Scotland
Baynes, Effie	Hurdle's Mill	Person
Beatty, Maude H.	Tarboro	Edgecombe
Beavers, Hallie	Siler City	Chatham
Bell, Eloise	Swan Quarter	Hyde
Bell, Louise Flanner	New Berne	Craven
Bennett, Mary C.	Wadesboro	Anson
Benton, Estella B.	Fremont, R. 1	Wayne
Berry, Margaret Kollock	Chapel Hill	Orange
Biggs, Louise Estelle	Laurinburg	Scotland
Biggs, Penelope	Williamston	Martin
Bingham, Hattie O.	Belwood, R. 1	Cleveland
Black, Hazel Lucile	Wilmington	New Hanover
Black, Julia Holt	Carthage	Moore
Blackwood, Annie Virginia	Chapel Hill, R. 2	Orange
Blackwood, Mattie E.	Chapel Hill, R. 2	Orange
Blakeney, Rosa	Monroe	Union
Blanchard, Hettie	Woodland	Northampton
Bledsoe, Iola	Rogers' Store	Wake

Name	Postoffice	County
Blevins, Della	Wilkesboro	Wilkes
Boddie, Leah	Durham	Durham
Boddie, Sallie Sledge	Durham	Durham
Bollinger, Ethel Condo	Asheville	Buncombe
Boren, Mamie	Pomona	Guilford
Boseman, Margaret	Enfield	Halifax
Bostian, Annie E.	Salisbury	Rowan
Bostian, Velma	China Grove	Rowan
Bracey, Carlina	Rowland, R 1	Robeson
Bracey, Kate	Rowland	Robeson
Bradford, Zella	Matthews, R. 17	Mecklenburg
Bradshaw, Lillian M.	Salisbury	Rowan
Bray, Ida Frost	Snowden	Currituck
Bridgman, Carrie	Lake Landing	Hyde
Briggs, R. Joy	Greensboro	Guilford
Britt, Urma Willis	Enfield	Halifax
Brogden, Lura S.	Goldsboro	Wayne
Brooks, Marguerite	Greensboro	Guilford
Brown, Louise Milton	Albemarle	Stanly
Brown, Mary Katherine	Albemarle	Stanly
Brown, Nannie T.	Kinston	Lenoir
Bruton, Fannie W.	Mt. Gilead, R. 2	Montgomery
Bruton, Ray	Kinston	Lenoir
Bryan, Jamie	Greenville	Pitt
Bryan, Julia	Battleboro	Edgecombe
Bunn, L. Maud	Rocky Mount	Nash
Burch, Hattie E.	Roxboro	Person
Burwell, Elizabeth Norman	Oxford	Granville
Bynum, Grace	Winston-Salem	Forsyth
Byrd, Mabel Winfield	Smithfield	Johnston
Camp, Elizabeth M. C.	Greenriver	Polk
Campbell, Mary S.	Greensboro	Guilford
Canaday, Julia May	Benson	Johnston
Carlyle, Janie	Lumberton	Robeson
Carter, Emily	Fairfield	Hyde
Carter, Mamie Kate	Carter's Mills	Moore
Carter, Mary Wharton	Washington	Beaufort
Carter, Roberta Lee	Carter's Mills	Moore
Case, Rosa May	Guilford College	Guilford
Cashwell, Claudia	Statesville	Iredell
Cashwell, Lora Janet	Hope Mills, R. 2	Cumberland
Caudill, Alverda	Valle Crucis	Watauga
Caudle, Cora	Hamptonville	Yadkin
Cavenaugh, Lucile	Wilmington	New Hanover
Chance, Ruth	Reidsville	Rockingham

Name	Postoffice	County
Cherry, Annie Moore .....	Scotland Neck ...	Halifax
Cherry, Ernestine .....	Scotland Neck ...	Halifax
Clapp, Sallie B. ....	Greensboro .....	Guilford
Clarke, Leah Evelyn .....	Belmont .....	Gaston
Clary, Mabel M. ....	Greensboro .....	Guilford
Coats, Dora .....	Smithfield .....	Johnston
Coats, Hattie .....	Smithfield .....	Johnston
Cobb, Bessie .....	Elizabeth City ...	Pasquotank
Cobb, Irene .....	Gibsonville .....	Guilford
Cobb, Katherine Ancrum ....	Lincolnton .....	Lincoln
Cobb, Mae Belle .....	Fremont .....	Wayne
Cobb, Margaret Cameron ....	Lincolnton .....	Lincoln
Coble, Annie Tucker .....	Greensboro .....	Guilford
Coble Beulah A. ....	Graham .....	Alamance
Coble, Linda .....	Greensboro .....	Guilford
Coble, Madge .....	Greensboro, R. 6 ..	Guilford
Coble, Maggie Linda .....	Greensboro .....	Guilford
Coble, Ruth .....	Greensboro .....	Guilford
Cochrane, Mary Catherine ...	Star .....	Montgomery
Cole, Flossie .....	Silver Hill .....	Davidson
Cole, Margaret B. ....	Proximity .....	Guilford
Cole, Susie .....	Pee Dee, R. 3 ...	Anson
Coltrane, Eva P. ....	Randleman .....	Randolph
Cooper, Mabel .....	Taylorsville .....	Alexander
Cooper, Mary Ashburn .....	Windsor .....	Bertie
Cornwell, Laura .....	Shelby, R. 6 ....	Cleveland
Cotton, Margaret .....	Fayetteville .....	Cumberland
Covington, Mona .....	Mebane .....	Alamance
Coward, Annie L. ....	Cullowhee .....	Jackson
Cox, Jeannette .....	Winterville .....	Pitt
Craddock, Elizabeth .....	Houston, Virginia	
Craig, Elizabeth .....	Reidsville .....	Rockingham
Craven, Bessie .....	High Point, R. 2..	Guilford
Craver, Sadie J. ....	Lexington, R. 3 ..	Davidson
Crawford, Louise .....	Goldsboro .....	Wayne
Crews, Edna .....	Oxford, R. 5 ....	Granville
Crisp, Lillian Gorham .....	Falkland .....	Pitt
Crowell, Lou Vera Ethel ....	New London .....	Stanly
Culpepper, Lucy L. ....	Wilson .....	Wilson
Cummins, Annie F. ....	Kinston .....	Lenoir
Darlington, Fannie Maie ....	North Wilkesboro.	Wilkes
Davenport, Fay .....	Mount Holly ....	Gaston
Davis, Julia Holt .....	Wilson's Mills ...	Johnston
Davis, Mary C. ....	Wanchese .....	Dare
Dawson, Ruth C. ....	Tarboro .....	Edgecombe

Name	Postoffice	County
Deadmon, Gurtha H. ....	Mocksville, R. 4 ..	Davie
Deal, Ruby .....	Taylorsville .....	Alexander
Deans, Irma L. ....	Coleraine .....	Bertie
Deans, Mary V. ....	Coleraine .....	Bertie
Deans, Ruth .....	Wilson .....	Wilson
DeBerry, Harriet L. ....	Pee Dee .....	Anson
Decker, Martha .....	Marion .....	McDowell
Dickens, Maude Lindsey ....	Asheboro .....	Randolph
Dillon, Vivian .....	Tuscarora .....	Craven
Ditmore, Fannie Roselle ....	Millsaps .....	Graham
Doggett, Anna Willis .....	Brown Summit ...	Guilford
Dorrity, Mary Jane .....	Goldsboro .....	Wayne
Douglass, Edna A. ....	Mt. Mourne .....	Iredell
Dowty, Nancy Sidney .....	Grantsboro .....	Pamlico
Doxey, Elsie .....	Poplar Branch ...	Currituck
Duvall, Sallie Elizabeth .....	Grassy Creek .....	Ashe
Eason, Victoria .....	Stantonsburg ....	Wilson
Eaton, Grace Elizabeth .....	Statesville .....	Iredell
Eaton, Mamie H. ....	Garland .....	Sampson
Edwards, Mildred .....	Chadbourn .....	Columbus
Elliott, Guelda H. ....	Greensboro .....	Guilford
Elliott, Lucille Marshall ....	Greensboro .....	Guilford
Elliott, Maud V. ....	Monroe, R. 4 ....	Union
Ellis, Lillian .....	Wilson .....	Wilson
Emerson, Gladys E. ....	Salisbury .....	Rowan
Erwin, Katherine Adelaide ..	Brevard .....	Transylvania
Evans, Elizabeth .....	Lexington, R. 3 ..	Davidson
Exum, Carrie .....	Snow Hill .....	Greene
Faison, Laura Murphy .....	Faison .....	Duplin
Faison, Martha H. ....	Faison .....	Duplin
Faison, Ruth S. ....	Faison .....	Duplin
Ferguson, Fannie R. ....	Crabtree .....	Haywood
Fields, Clyde .....	Amelia .....	Alleghany
Finger, Gertrude Mills ....	Hickory .....	Catawba
Fleming, Mattie .....	Kinston .....	Lenoir
Fleming, Nettie Jane .....	Greensboro .....	Guilford
Forbes, Annie Hester .....	Shiloh .....	Camden
Foust, Reba .....	Goldsboro .....	Wayne
Fox, Mabel Claire .....	Randleman .....	Randolph
Foy, Clara Belle .....	Mt. Airy .....	Surry
Freeman, Mamie Wilson ....	Greensboro .....	Guilford
Fuller, Annie Maye .....	Raeford .....	Hoke
Fuqua, Lillian M. ....	Leasburg, R. 1 ...	Caswell

Name	Postoffice	County
Gainey, Jessie C. ....	Fayetteville, R. 7 .	Cumberland
Gaither, Ruth Pamela ....	Harmony .....	Iredell
Garner, Nina .....	Newport .....	Carteret
Garrett, Ethie Bew .....	Burlington .....	Alamance
Gay, May Husted .....	Goldsboro .....	Wayne
Gill, Carrie E. ....	Henderson .....	Vance
Gill, Louise N. ....	Laurinburg .....	Scotland
Glenn, Annie Torrence ....	Gastonia .....	Gaston
Glenn, Lena .....	Stoneville .....	Rockingham
Gluyas, Bright .....	Charlotte, R. 6 ...	Mecklenburg
Godwin, Lois A. ....	Genoa .....	Wayne
Goodson, Cassie H. ....	Kittrell .....	Vance
Goodson, Gladys .....	Marion .....	McDowell
Goodwin, Louise Winston ...	Morganton .....	Burke
Graham, Kate .....	Charlotte .....	Mecklenburg
Grantham, Dessie .....	Goldsboro, R. 4 ..	Wayne
Gray, Elizabeth Camille ....	Charlotte .....	Mecklenburg
Gray, Janie .....	Statesville, R. 6..	Iredell
Gray, May .....	Charlotte .....	Mecklenburg
Green, Mary Elizabeth ....	Thomasville ....	Davidson
Green, May .....	Cana, R. 2 .....	Davie
Green, Myrtle .....	Stovall .....	Vance
Griffin, Gertrude .....	Goldsboro .....	Wayne
Grimsley, Nell .....	Greensboro .....	Guilford
Grogan, Ione H. ....	Reidsville .....	Rockingham
Groome, Huldah .....	Pomona .....	Guilford
Groome, Jessie .....	Greensboro, R. 3 .	Guilford
Groome, Ruth .....	Pomona .....	Guilford
Groves, Meriel Everett ....	New Berne .....	Craven
Groves, Pattie Johnston ....	Rockingham .....	Richmond
Gudger, Rena .....	Asheville .....	Buncombe
Guion, Lucy D. ....	New Berne .....	Craven
Gunter, Ruth Pauline .....	Sanford .....	Lee
Guthrie, Ada Esper .....	Burlington .....	Alamance
Haight, Edith C. ....	Rocky Mount ....	Nash
Hall, Annie .....	Milton .....	Caswell
Hall, Elizabeth D. ....	Belmont .....	Gaston
Hall, Ella N. ....	Stem .....	Granville
Hall, Kathleen .....	Asheboro .....	Randolph
Hamilton, Lucy .....	Atlantic .....	Carteret
Hampton, Ruth .....	Greensboro .....	Guilford
Harbin, Marie .....	Summerfield, R. 1.	Rockingham
Harps, Helen Clara .....	Pine View .....	Harnett
Harrington, Mildred .....	Aberdeen .....	Moore
Harris, Alice G. ....	Wake Forest ....	Wake

Name	Postoffice	County
Harris, Ina V. ....	Louisburg .....	Franklin
Harris, Jessie Taylor .....	Louisburg .....	Franklin
Harris, Charlotte M. ....	Salisbury .....	Rowan
Harris, Ruth .....	Fayetteville .....	Cumberland
Harris, Virgie Lynne .....	Henderson .....	Vance
Hart, Janie Lee .....	Woodleaf .....	Rowan
Hauser, Jessie Eugenia ....	Pfafftown .....	Forsyth
Hays, Frances .....	Oxford .....	Granville
Hendley, Daisy M. ....	Elmwood, R. 1...	Iredell
Hendren, Flossie E. ....	North Wilkesboro.	Wilkes
Henley, Claire .....	Greensboro .....	Guilford
Herring, Nell .....	Concord .....	Cabarrus
Herring, Rebecca Ashford ..	Clinton .....	Sampson
Hester, Mattie Bynum ....	Pittsboro .....	Chatham
Higdon, Ethel .....	Higdonville .....	Macon
Higdon, Maude .....	Higdonville .....	Macon
Higgins, Fannie C. ....	Leicester .....	Buncombe
Higgins, Phoebe .....	Ennice .....	Alleghany
Hildebrand, Florence Luna ..	Morganton .....	Burke
Hill, Josephine Elizabeth ...	Rocky Mount ....	Nash
Hill, Tamsy May .....	Oriental .....	Pamlico
Holliday, Cyrette .....	Clinton .....	Sampson
Holloway, Hallie Woods ...	Gorman .....	Durham
Holloway, Mamie .....	Gorman .....	Durham
Holman, Mary Gay .....	Wilkesboro .....	Wilkes
Holt, Cecile G. ....	Burlington .....	Alamance
Holt, Iris Leola .....	Burlington .....	Alamance
Holt, Mary McL. ....	Hope Mills .....	Cumberland
Honeycutt, Margaret .....	Wilhite .....	Yancey
Honrine, Frances Inez ....	Wilson's Mills ...	Johnston
Horn, Esther .....	Mocksville .....	Davie
Horne, Carrie Dewey .....	Spencer .....	Rowan
Harney, Mabelle .....	High Point .....	Guilford
Horney, Myrtle .....	High Point .....	Guilford
Horton, Elizabeth A. ....	Asheville .....	Buncombe
Hoskins, Mary Katherine ...	Summerfield .....	Guilford
House, Elsie .....	Marion .....	McDowell
Howell, Hattie Sherrod ....	Tarboro .....	Edgecombe
Howell, Maggie Staton ....	Tarboro .....	Edgecombe
Hoyle, Nan P. ....	Sanford .....	Lee
Hubbard, Annie .....	Wilkesboro .....	Wilkes
Hughes, Effie J. ....	Haw River .....	Alamance
Hughes, Florence Pauline ...	Greensboro .....	Guilford
Hunt, Fanny Burke .....	Brevard .....	Transylvania
Hunt, Florence Rebecca ....	Oxford .....	Granville
Hunt, Hazel .....	Goldsboro .....	Wayne



Name	Postoffice	County
Hunt, Helen Russell .....	Oxford .....	Granville
Hunt, Lillian .....	Oxford .....	Granville
Hunt, Mary Claire .....	Goldsboro .....	Wayne
Hunter, Mary .....	Raleigh .....	Wake
Hunter, Willie .....	Durham .....	Durham
Hyman, Sue L. ....	Hobgood .....	Martin
Idol, Verta Louise .....	High Point .....	Guilford
Inman, Pattie Amanda .....	Fairmont, R. 3 ...	Robeson
Isley, Ada Belle .....	Burlington .....	Alamance
Ivey, Ethel L. ....	Seven Springs ...	Wayne
Jackson, Lillian Pearl .....	Mt. Airy .....	Surry
Jeffress, Florence .....	Canton .....	Haywood
Jetton, Mabel Gerding .....	Shelby .....	Cleveland
John, Cora .....	Lumber Bridge ..	Robeson
Johnson, Clara Louise .....	Greensboro .....	Guilford
Johnson, Katherine .....	Greensboro .....	Guilford
Johnson, Margaret E. ....	Salisbury .....	Rowan
Johnston, S. Louise .....	Ruffin .....	Rockingham
Johnston, Mary L. ....	Davidson, R. 24 ..	Mecklenburg
Johnston Nell .....	Black Mountain ..	Buncombe
Johnston, Ruth Q. ....	Newell .....	Mecklenburg
Jones, Annie R. ....	Hope Mills .....	Cumberland
Jones, Connor .....	Pink Hill .....	Lenoir
Jones, Helen A. ....	Greensboro .....	Guilford
Jones, Josie .....	Manteo .....	Dare
Jones, Mary Louise .....	Durham .....	Durham
Jones, Maude .....	Lewisville, R. F. D.	Yadkin
Jones, Ora Lee .....	Louisburg .....	Franklin
Jones, Ruth .....	Hope Mills, R. 2 ..	Cumberland
Jordan, Ara Virginia .....	Raleigh .....	Wake
Jordan, Bessie .....	Hendersonville ...	Henderson
Jordan, M. Eva .....	Hendersonville ...	Henderson
Joseph, Amy E. ....	Goldsboro .....	Wayne
Joyce, Ada .....	Stoneville .....	Rockingham
Joyner, Ruth C. ....	Winston .....	Forsyth
Justice, Marianna Poisson ..	Greensboro .....	Guilford
Kearney, Carolyn Jones .....	Durham .....	Durham
Keeter, Ethel .....	Grover .....	Cleveland
Keeter, LeNora .....	Grover .....	Cleveland
Keiger, Georgia Beatrice ....	Tobaccoville .....	Stokes
Kelly, Luola Belle .....	Carthage .....	Moore
Kendall, Virginia Harris ....	Goldsboro .....	Wayne
Kennedy, Jessie .....	Kinston .....	Lenoir

Name	Postoffice	County
Kennedy, Rose L. ....	Mooreville .....	Iredell
Kennette, Audrey Vance ....	Mooreville .....	Iredell
Kernodle, Lorena Lofton ....	Graham .....	Alamance
Kerr, Myra Erwin .....	Charlotte .....	Mecklenburg
Kirk, Belle .....	Albemarle .....	Stanley
Kirkpatrick, Mazie D. ....	Clyde, R. 1 .....	Haywood
Kluttz, DeLette .....	Biscoe .....	Montgomery
Kluttz, Vera Mae .....	Salisbury .....	Rowan
Kornegay, Alma .....	Dover .....	Craven
Kornegay, Sarah Catharine ..	Goldsboro .....	Wayne
Lambert, Nannie S. ....	Asheboro .....	Randolph
Lambeth, Tera .....	Brown's Summit ..	Guilford
Landon, Lucy .....	Clinton .....	Sampson
Landon, Sudie .....	Clinton .....	Sampson
Laughlin, Bessie .....	Asheboro .....	Randolph
Lee, Helen .....	Gates .....	Gates
Leggett, Verna .....	Scotland Neck ...	Halifax
Lemly, Rosa Steele .....	Charlotte .....	Mecklenburg
Lentz, Ada L. ....	Gold Hill .....	Cabarrus
Lineberger, Edith .....	Belmont .....	Gaston
Linker, Maggie Catherine ..	Salisbury .....	Rowan
Lipe, Mattie .....	Mooreville .....	Iredell
Long, Elizabeth .....	Fairview .....	Buncombe
Lossen, Emma Gabriella ....	Wilmington ....	New Hanover
Lucas, Louise .....	White Oak .....	Bladen
Lupton, Belle .....	Belhaven .....	Beaufort
Lupton, Maysel .....	Swan Quarter ....	Hyde
Lynch, Rachel S. ....	Chapel Hill .....	Orange
McAllister, Isabella .....	Roper .....	Washington
McArthur, Mattie .....	Hope Mills, R. 2.	Robeson
McClaud, Minnie G. ....	Swan Quarter ...	Hyde
McCord, Myrtle .....	Charlotte, R. 6 ...	Mecklenburg
McCormick, Helen Catherine ..	Spencer .....	Rowan
McDaniel, Chloe Blanchard ..	Woodland .....	Northampton
McDiarmid, Amanda .....	Lumberton .....	Robeson
McIntosh, May .....	Denver .....	Lincoln
McKeithen, Annie .....	Carthage .....	Moore
McKeithen, Mayme .....	Raeford .....	Hoke
McKinney, Mattie .....	Reidsville .....	Rockingham
McLauchlin, Fannie .....	Fayetteville ....	Cumberland
McLean, Flossie Belle ....	Eagle Springs, R.1	Moore
McLean, Kate .....	Cameron .....	Moore
McLean, Vonnie .....	Democrat .....	Buncombe
McLendon, Jessie .....	Matthews .....	Union

Name	Postoffice	County
McMahan, Mary .....	Mocksville, R. 2 ..	Davie
McMillan, Margaret .....	Fayetteville .....	Cumberland
McNairy, Bessie .....	Greensboro .....	Guilford
McNairy, Ethel .....	Greensboro .....	Guilford
McNeely, Kate E. ....	Greensboro, R. 5..	Guilford
McQueen, Caroline .....	Fayetteville .....	Cumberland
McQueen, May Doherty .....	Morven .....	Anson
Malloy, Eugenia .....	Greensboro .....	Guilford
Maness, Lillie Christine .....	Biscoe .....	Montgomery
Mann, Hildah J. ....	Swan Quarter ....	Hyde
Mann, Margaret W. ....	Swan Quarter ....	Hyde
Martin, Margaret Preston ..	Salisbury .....	Rowan
Matheson, Lillian .....	Taylorsville .....	Alexander
Matthews, Lillian .....	Greensboro .....	Guilford
Matlock, Annie .....	Greensboro .....	Guilford
Matthews, Myrtle .....	Greensboro .....	Guilford
Maxwell, Nellie Eugenia ....	Laurinburg .....	Scotland
Mecum, Fannie .....	Walkertown .....	Forsyth
Medearis, Viola .....	Greensboro .....	Guilford
Melvin, Lila .....	White Oak .....	Bladen
Mial, Corinna L. ....	Raleigh .....	Wake
Michaux, Sarah Borden ....	Goldsboro .....	Wayne
Middleton, Lucille .....	Goldsboro .....	Wayne
Miller, E. Cornelia .....	Lenoir .....	Caldwell
Millsaps, Vera Euanna ....	Statesville .....	Iredell
Minish, Maude Pennell .....	Lenoir .....	Caldwell
Miranda, Dolores .....	Sagua la Grande, Cuba ..	
Mitchell, Berthel .....	Asheville .....	Buncombe
Mitchell, Fannie Starr .....	Wilmington .....	New Hanover
Mitchell, Florence Eva .....	Bessemer City ...	Gaston
Mitchell, Janey Fisher .....	Greensboro .....	Guilford
Moore, Eliza Chester .....	Greensboro .....	Guilford
Moore, May Robinson .....	Smithfield .....	Johnston
Moore, Rosa J. ....	Burnsville .....	Yancey
Moose, Nell Bly .....	Newton .....	Catawba
Moose, Rose Inez .....	Newton .....	Catawba
Morgan, Mary Eleanor ....	Goldsboro .....	Wayne
Morgan, Mamie A. ....	Fairview .....	Buncombe
Morris, Myrtle .....	Atlantic .....	Carteret
Morrison, Alice Tye .....	Wadesboro .....	Anson
Motzno, Hattie .....	Goldsboro .....	Wayne
Murchison, Margie .....	Gulf .....	Chatham
Musgrave, DeLena .....	Pikeville .....	Wayne
Musgrove, Jeannette .....	Weldon .....	Halifax
Myers, Nora .....	Newlife .....	Wilkes

Name	Postoffice	County
Newbern, Annie Laurie .....	Olds .....	Currituck
Newton, Effie Johnson .....	Hope Mills .....	Cumberland
O'Daniel, Narva A. ....	Haw River .....	Alamance
Oliver, Helen Jane .....	Marietta .....	Robeson
Overman, Edna Earle .....	Wilson .....	Wilson
Owen, Kate Lea .....	Yadkin College ...	Davidson
Page, Gladys Lea .....	Asheboro .....	Randolph
Page, Nora .....	Buie's Creek ....	Harnett
Parker, Ora Virginia .....	Mt. Airy .....	Surry
Parker, Sarah .....	Monroe, R. 1 ....	Union
Parrish, Bertha J. ....	Middleburg .....	Vance
Patterson, Malona Rachel ...	Burlington .....	Alamance
Paylor, Ivey Henrietta ....	Greensboro .....	Guilford
Paylor, Myrtle Thompson ...	Roxboro .....	Person
Payne, Emily M. ....	Belew Creek ....	Rockingham
Peirson, Isabel .....	Enfield .....	Halifax
Pennington, Gladys .....	Sturgills .....	Ashe
Pennington, Lillian .....	Greensboro .....	Guilford
Perkins, Carrie Naomi .....	Goldsboro .....	Wayne
Perry, Rosa Giovanni .....	Macon .....	Warren
Phelps, Alice Walker .....	Plymouth .....	Washington
Pickett, Esther Frances ....	High Point .....	Guilford
Pinner, Daisy Katherine ....	Canton .....	Haywood
Pippin, Rochelle R. ....	Wakefield .....	Wake
Pitt, Lillian Penelope .....	Tarboro .....	Edgecombe
Pittard, Alfreda .....	Bullock .....	Granville
Poole, Mary Van .....	Salisbury .....	Rowan
Porter, Mary Gilmer .....	Concord .....	Cabarrus
Pritchett, Effie Madge .....	Greensboro .....	Guilford
Proctor, Lillian .....	Lumberton .....	Robeson
Propst, Mary .....	Concord .....	Cabarrus
Pruden, Audrey Zola .....	Severn .....	Northampton
Pugh, Jessie Stubbs .....	Greensboro .....	Guilford
Ramsaur, Nannette .....	China Grove ....	Rowan
Rankin, Annie Lee .....	Greensboro, R. 4 .	Guilford
Rankin, Mildred .....	Gastonia .....	Gaston
Rankin, Susie .....	Gastonia .....	Gaston
Redwine, Annie .....	Monroe .....	Union
Reeves, Lillian .....	Mt. Airy .....	Surry
Rhodes, Virginia C. ....	Godwin .....	Cumberland
Rice, Mary Blanche .....	Goldsboro .....	Wayne
Rice, Sadie L. ....	New Berne .....	Craven
Robbins, M. Alice .....	Lenoir .....	Caldwell

Name	Postoffice	County
Robbins, Irene	Lenoir	Caldwell
Robertson, Fannie B.	Rowland	Robeson
Robertson, Lucy	Washington, D. C.	
Robertson, Mary	Rowland	Robeson
Robinson, Kathrine McD.	Fayetteville	Cumberland
Rockett, Katherine	Randleman	Randolph
Roddick, Lizzie	Winston-Salem	Forsyth
Rogers, Alice Gray	Kittrell	Vance
Rogers, Elizabeth S.	Oxford	Granville
Rose, Myrtle Lillian	Beasley	Wayne
Russell, Ethel Lee	Statesville	Iredell
Rutledge, Christine Blair	Mount Holly	Gaston
Scarboro, Bera G.	Asheboro	Randolph
Scarborough, Margaret	Mount Gilead	Montgomery
Scarborough, Vivian	Kinston, R. 2	Lenoir
Scott, Annie V.	Greensboro, R. 6	Guilford
Sharpe, Lois	Stony Point	Alexander
Sharpe, Mary Glen	Greensboro	Guilford
Shaver, Pauline	Salisbury	Rowan
Shelton, Merrill James	Canton	Haywood
Shepherd, Lucy Norfleet	Winston-Salem	Forsyth
Shield, Mary P.	Windsor	Bertie
Shuford, Sarah Perrin	Newton	Catawba
Shuping, Mary Lane	Morganton	Burke
Sides, Mabel	Loray	Iredell
Siler, Bessie E.	Staley	Chatham
Siler, Myrtle	Siler City	Chatham
Simmons, Minnie E.	Woodard	Bertie
Simpson, Ada Grace	Haw River	Alamance
Sinclair, Eunice	Fayetteville	Cumberland
Sinclair, Moffitte D.	Marion	McDowell
Skinner, Ethel	Greenville	Pitt
Slaughter, Mary Louise	Goldsboro	Wayne
Sloan, Cora Belle	Hendersonville	Henderson
Smith, Effie Lee	Albertson	Duplin
Smith, Ethel May	Pikeville	Wayne
Smith, Katie N.	Goldsboro	Wayne
Smith, Laura	Kelly	Bladen
Smith, Lillian	Leon	Duplin
Smith, Margaret Norman	Goldsboro	Wayne
Smith, Mattie	Benson	Johnston
Smith, Ruby	Greensboro	Guilford
Smith, Thelma A.	Wilmington	New Hanover
Smithey, Mamie A.	Weaversford	Ashe
Smoak, Nettie L.	Wilkesboro	Wilkes

Name	Postoffice	County
Somers, Minnie G. ....	Mount Airy .....	Surry
Sparger, Margaret .....	Mount Airy .....	Surry
Spencer, Blair .....	Reidsville .....	Rockingham
Spivey, Mary .....	Lewiston .....	Bertie
Springs, Velma Josephine ...	Mount Holly .....	Gaston
Spruill, Mary Elizabeth .....	Creswell .....	Washington
Spruill, Patty Louise .....	Oriental .....	Pamlico
Spruill, Rosa .....	Oriental .....	Pamlico
Spurgeon, Pattie Glenn .....	Hillsboro .....	Orange
Stacey, Janie .....	Reidsville .....	Rockingham
Stacey, Annie Edna .....	Nebo .....	McDowell
Stanbury, Bertha Alice .....	Boone .....	Watauga
Stanford, Grace C. ....	Teer .....	Orange
Stephens, Mary Hazel .....	Greensboro .....	Guilford
Stephens, Lucy Harriet .....	Fairmont, R. 3 ..	Robeson
Sternberger, Rosa .....	Greensboro .....	Guilford
Stout, Carrie Johnson .....	High Point .....	Guilford
Strange, Florrie C. ....	Waxhaw .....	Union
Stratford, Willie May .....	Concord .....	Cabarrus
Straughan, M. Mabel .....	Siler City .....	Chatham
Strupe, Maida Beatrice .....	Tobaccoville .....	Forsyth
Sturgill, Mamie A. ....	Sturgills .....	Ashe
Styron, Kate R. ....	New Berne .....	Craven
Sugg, Annie .....	Chapel Hill .....	Orange
Summerell, Frances P. ....	China Grove .....	Rowan
Sumner, Sallie McKenzie ...	Lincolnton .....	Lincoln
Swain, Lynette G. ....	Asheboro .....	Randolph
Swindell, Bessie .....	Belhaven .....	Beaufort
Tarkenton, Bessie .....	Woodard .....	Bertie
Taylor, Gretchen Arnold ....	Greensboro .....	Guilford
Taylor, Lola V. ....	Valle Crucis .....	Watauga
Taylor, Martha Elizabeth ...	Goldsboro .....	Wayne
Taylor, Pearl .....	Boone .....	Watauga
Taylor, Ruth .....	Boone .....	Watauga
Temple, Pearl .....	Sanford .....	Lee
Tennent, Mary Alice .....	Asheville .....	Buncombe
Terry, Bessie .....	Rockingham .....	Richmond
Thomas, Ethel Gertrude .....	Lenoir .....	Caldwell
Thomas, Nellie M. ....	Greensboro .....	Guilford
Thomason, Edith .....	Salisbury, R. 7 ..	Rowan
Thompson, Gertrude .....	Jacksonville .....	Onslow
Thornton, Anice E. ....	Mebane, R 4 ....	Alamance
Toomer, Carrie McInnis ....	Wilmington .....	New Hanover
Townsend, Mollie E. ....	Valle Crucis .....	Watauga
Tulbert, Sarah .....	Wilkesboro .....	Wilkes



Name	Postoffice	County
Turlington, Winifred .....	Clinton .....	Sampson
Turner, Lillie Ethel .....	Burlington .....	Alamance
Twine, Carrie Irene .....	Edenton .....	Chowan
Umstead, Reda M. ....	Stem .....	Granville
Vernon, Carrie Sue .....	Hurdle Mills ....	Person
Vernon, Catherine Emily ....	Wake Forest ....	Wake
Vickery, Emma .....	Loray .....	Iredell
Vinson, Fannie Rives .....	Littleton .....	Warren
Wagstaff, Nola .....	Roxboro .....	Person
Wall, Nancy Fairley .....	Lilesville .....	Anson
Waller, Mamie .....	Raleigh .....	Wake
Walker, Mary Elizabeth ....	Reidsville .....	Rockingham
Walters, Belle .....	Hertford .....	Perquimans
Warren, Agnes Viola ....	Dunn .....	Sampson
Warren, Emma Teresa ....	Dunn .....	Sampson
Watkins, Anne .....	Sanford .....	Lee
Watson, Lillian .....	Greensboro .....	Guilford
Webb, Annie Lee .....	Chapel Hill ....	Orange
Wellons, Mattie Edmundson.	Smithfield .....	Johnston
Wells, Ethel .....	Greensboro, R. 4 .	Guilford
West, Christiana .....	Kinston, R. 6 ....	Lenoir
West, Dallie .....	Greensboro .....	Guilford
Wharton, Mary Kathleen ...	Greensboro, R. 7 .	Guilford
Whitaker, Beatrice W. ....	Durham .....	Durham
White, Agnes .....	Mebane .....	Alamance
White, Grace Lee .....	Greensboro .....	Guilford
White, Jessie H. ....	Greensboro .....	Guilford
White, Mildred .....	Mebane .....	Alamance
White, Pauline B. ....	Greensboro .....	Guilford
Whitley, Clara .....	Smithfield .....	Johnson
Whitley, Louise .....	Albemarle .....	Stanley
Whitley, Pearl .....	Washington .....	Beaufort
Whitmore, Blanche Leigh ...	Durham .....	Durham
Whitson, Bessie Lee .....	Swannanoa .....	Buncombe
Whitson, Alice I. ....	Asheville, R. 2 ...	Buncombe
Whittemore, Ruth A. ....	Greensboro .....	Guilford
Whitty, Annie .....	Pollocksville .....	Jones
Willeford, Estelle .....	Kings Mountain ..	Cleveland
Williams, Anna Littlepage ..	Greensboro .....	Guilford
Williams, Emmie Belle ....	Fayetteville .....	Cumberland
Williams, Mary H. ....	Warsaw .....	Duplin
Williams, Matt Ransom ....	Newton .....	Catawba
Williams, Nannie N. ....	Goshen .....	Wilkes

Name	Postoffice	County
Willis, Margaret Gladys . . . .	Waynesville . . . . .	Haywood
Wills, Agnes W. . . . .	Brinkleyville . . . . .	Halifax
Wilson, Carey . . . . .	Mooreville . . . . .	Iredell
Wilson, Emma Fedora . . . .	Winston-Salem . . . .	Forsyth
Wilson, Margaret Rebecca . .	Charlotte, R. 8 . . .	Mecklenburg
Wilson, Mary Lee . . . . .	Archdale . . . . .	Randolph
Wilson, Verd . . . . .	Cordova . . . . .	Richmond
Winborne, Mary Pretlow . . .	Como . . . . .	Hertford
Winfree, Ina . . . . .	Wadesboro . . . . .	Anson
Witherington, Penelope . . . .	Goldsboro . . . . .	Wayne
Woodside, Annie May . . . . .	Southport . . . . .	Brunswick
Worth, Mary . . . . .	Wilmington . . . . .	New Hanover
Wright, Bessie . . . . .	Salisbury . . . . .	Rowan
Yelverton, Alice Carey . . . . .	Fremont . . . . .	Wayne
Yelverton, Esther . . . . .	Fremont . . . . .	Wayne
Zachary, Gertrude R. . . . .	Brevard . . . . .	Transylvania

### TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of students in College .....	586
Number of pupils in Training School .....	319
Total number taught .....	905

### SUMMARY

#### BY COUNTIES OF NORTH CAROLINA

Alamance .....	17	Franklin .....	3	Orange .....	8
Alexander .....	4	Gaston .....	10	Pamlico .....	4
Alleghany .....	2	Gates .....	1	Pasquotank ...	1
Anson .....	7	Graham .....	1	Perquimans ...	2
Ashe .....	4	Granville .....	10	Person .....	5
Beaufort .....	4	Greene .....	1	Pitt .....	5
Bertie .....	8	Guilford .....	71	Polk .....	1
Bladen .....	3	Halifax .....	8	Randolph .....	10
Brunswick ....	1	Harnett .....	2	Richmond ....	2
Buncombe .....	12	Haywood .....	7	Robeson .....	12
Burke .....	5	Henderson ....	3	Rockingham ...	12
Cabarrus .....	5	Hertford .....	1	Rowan .....	20
Caldwell .....	5	Hoke .....	2	Sampson .....	8
Camden .....	1	Hyde .....	7	Scotland .....	4
Carteret .....	3	Iredell .....	15	Stanly .....	5
Caswell .....	2	Jackson .....	1	Stokes .....	1
Catawba .....	6	Johnston .....	10	Surry .....	6
Chatham .....	6	Jones .....	1	Transylvania ...	4
Chowan .....	1	Lee .....	4	Union .....	6
Cleveland ....	6	Lenoir .....	9	Vance .....	6
Columbus .....	1	Lincoln .....	4	Wake .....	9
Craven .....	7	McDowell ....	5	Warren .....	2
Cumberland ....	15	Macon .....	2	Washington ...	2
Currituck ....	3	Martin .....	2	Watauga .....	5
Dare .....	2	Mecklenburg ...	14	Wayne .....	33
Davidson .....	5	Montgomery ...	7	Wilkes .....	9
Davie .....	4	Moore .....	8	Wilson .....	5
Duplin .....	6	Nash .....	3	Yadkin .....	2
Durham .....	10	New Hanover ..	7	Yancey .....	2
Edgecombe ....	6	Northampton ..	3		
Forsyth .....	8	Onslow .....	1	Non-residents ..	3

## SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage of the Institution:

Number of students .....	586
Counties represented .....	91
Average age of students .....	20
Number who have taught .....	84
Number defraying their own expenses .....	176
Number whose fathers are not living .....	119
Number whose fathers are farmers .....	182
Number whose fathers are merchants .....	70
Number whose fathers are clergymen .....	7
Number whose fathers are physicians .....	19
Number whose fathers are lawyers .....	15
Number whose fathers are government officials .....	12
Number whose fathers have other occupations .....	162
Number educated partially or entirely in public schools ..	562
Number who, according to their own statement, would not have attended any other North Carolina college ....	369

## THESE FIGURES SHOW

1. That nearly one-third of the students of the past year defrayed their own expenses.

2. That 369 students, or 70 per cent., would have attended no other North Carolina college.

3. That 562 students, or over 95 per cent., received their preparation partially or entirely in the public schools.

## DEGREES CONFERRED MAY, 1911

LILLY MARY BATTERHAM, <i>B. P.</i> .....	Buncombe County
ELEANOR ROSE BATTERHAM, <i>B. P.</i> .....	Buncombe County
BESSIE BENNETT, <i>A. B.</i> .....	Rockingham County
MARY LETA BERRY, <i>B. P.</i> .....	Hyde County
ANTOINETTE BLACK, <i>B. P.</i> .....	New Hanover County
FRANCES BRYAN BROADFOOT, <i>B. P.</i> .....	Cumberland County
BONNIE MAE BROWN, <i>B. P.</i> .....	Lenoir County
ANNIE GOODLOE BROWNE, <i>A. B.</i> .....	Warren County
MARY OLIVIA BURBAGE, <i>B. P.</i> .....	Hertford County
NORA CARPENTER, <i>B. S.</i> .....	Anson County
BERTHA LUNSFORD DANIEL, <i>B. P.</i> .....	Person County
JESSIE EARNHARDT, <i>B. P.</i> .....	Caldwell County
CATHARINE ERVIN, <i>B. P.</i> .....	Burke County
GEORGIE HICKS FAISON, <i>A. B.</i> .....	Sampson County
MARGARET JOHNSON FAISON, <i>A. B.</i> .....	Sampson County
LENA GREEN, <i>A. B.</i> .....	Union County
ZORA HANNAH, <i>B. P.</i> .....	Haywood County
PEARL HOLLOWAY, <i>B. P.</i> .....	Durham County
MYRTLE B. JOHNSTON, <i>B. P.</i> .....	Washington County
CATHARINE H. JONES, <i>B. P.</i> .....	Durham County
MAREA JORDAN, <i>B. P.</i> .....	Durham County
ZANNIE KOONCE, <i>B. P.</i> .....	Columbus County
NANNIE LACY, <i>B. P.</i> .....	Wake County
EDITH LATHAM, <i>A. B.</i> .....	Lenoir County
MINNIE LITTMAN, <i>B. S.</i> .....	Rowan County
ADELAIDE MORROW, <i>B. P.</i> .....	Orange County
KATHARINE NORFLEET, <i>B. S.</i> .....	Bertie County
NATALIE NUNN, <i>B. P.</i> .....	Lenoir County
ALLIE PARSONS, <i>B. P.</i> .....	Randolph County
MARGARET PICKETT, <i>B. P.</i> .....	Randolph County
HULDAH SLAUGHTER, <i>B. Mus.</i> .....	Wayne County
DELORAH STEPP, <i>B. P.</i> .....	Henderson County
MAY VICKERY, <i>B. S.</i> .....	Iredell County
ADA VIELE, <i>A. B.</i> .....	Alexander County
MARY OLIVE WALTERS, <i>B. P.</i> .....	Perquimans County
HARRIET C. WARDLAW, <i>B. P.</i> .....	Guilford County
LELIA WHITE, <i>B. P.</i> .....	Vance County
ANNIE LOUISE WILLS, <i>B. P.</i> .....	Halifax County

## COMMENCEMENT EXERCISES 1911

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SATURDAY, MAY 20TH

6:00-7:00 P. M.—Reunion of “Red and White” Classes.

8:00 P. M.—Annual Meeting of Adelphian and Cornelian  
Literary Societies.

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SUNDAY, MAY 21ST

11:00 A. M.—Sermon to Graduating Class

*Rev. T. H. Lewis, D. D., Westminster, Md.*

8:30 P. M.—Address to Young Women’s Christian Association  
*Dr. Edwin Mims, University of North Carolina*

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MONDAY, MAY 22ND

10:00 A. M.—Address to Alumnae Association

*Mrs. J. A. Brown*

10:30 A. M.—Annual Business Meeting of Alumnae Association

1:00 P. M.—Alumnae Luncheon

5:00 P. M.—Class Day Exercises

8:30 P. M.—Representative Essays of Graduating Class

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TUESDAY, MAY 23RD—COMMENCEMENT DAY

10:30 A. M.—Annual Address ..... *Governor W. W. Kitchin*

Presentation of Constitutions

*Attorney General T. W. Bickett*

Presentation of Bibles ..... *Rev. Melton Clark*

Awarding of Diplomas to Graduates



## STANDING COMMITTEES OF THE FACULTY

---

### THE CURRICULUM

Mr. Smith, Miss Mendenhall, Miss Boddie, Miss Petty,  
Mr. Matheson, Mr. Hammel, Mr. Hill

---

### SUBSTITUTIONS AND PETITIONS

Miss Coit, Miss Petty

---

### CATALOGUE AND PUBLICATIONS

Mr. Smith, Miss Boddie, Mr. Jackson

---

### SCHEDULE OF RECITATIONS AND EXAMINATIONS

Miss Mendenhall, Miss Petty, Miss Boddie

---

### ACCREDITED SCHOOLS

Mr. Matheson, Mr. Jackson, Miss Mendenhall, Miss Coit,  
Miss Boddie

---

### ADVISORY COMMITTEE FOR Y. W. C. A.

Miss Lee, Mr. Merritt, Miss Daniel

---

### ADVISORY COMMITTEE FOR NORMAL MAGAZINE

Mr. Jackson, Miss Bryner, Miss King

**ARRIVAL OF STUDENTS**

Mr. Brockmann, Mr. Hill, Mr. Gudger

---

**DEPARTURE OF STUDENTS**

Mr. Forney, Mr. Merritt, Mr. Hammel

---

**BULLETINS**

Editor-in-Chief ..... Mr. Smith

---

**SUMMER SESSION**

Mr. Smith, Mr. Matheson, Mr. Jackson

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